School Leader Evaluation Plan

GROWING LEARNING LEADERS
LEADING LEARNING ORGANIZATIONS

SCHOOL LEADER PARADIGM RESOURCE

ILLINOIS PRINCIPALS ASSOCIATION

CREATING HOPE *FOR ALL*

SCHOOL LEADER COLLABORATIVE

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December 2023

Learning Leader

A leader who uses personal, social, and systems intelligences to transform a school into a learning organization through a mindset of growth, service, and cultural responsiveness.

Learning Organization

An organization that uses ongoing cycles of inquiry to drive a student-centered culture, vision- and mission-focused systems, and reflective learning practices that result in producing equitable opportunities and outcomes for students and adults.

Effective leadership is vital to the success of every school. As detailed in the ***School Leader Paradigm***, school leaders must aspire to be *learning leaders leading learning organizations* to be effective.[1] In order to encourage school leaders to be learning leaders leading learning organizations, they must be supported with evaluation systems that are growth minded and provide routine, formative feedback. Too often, school leader evaluation systems are compliance driven and lack meaning for the individuals those systems are meant to support. This can be changed by engaging with school leaders to collaboratively develop feedback loops and other systems that support their work to improve their practice.

To this end, the School Leader Collaborative has developed the ***School Leader Evaluation Plan*** to assist school districts with the development of their own evaluation systems that are relevant and useful. Unlike other evaluation tools that are comprised of checklists or only focus on activities that school leaders do, the ***School Leader Evaluation Plan*** seeks to assist school districts with the development of an evaluation system that helps school leaders grow their leadership dispositions and the skills necessary for them to do their work effectively throughout their career continuum — Aspiring ⇨ Launching ⇨ Building ⇨ Mastering. *What follows is a guide to help school districts understand the importance of evaluations done properly, the critical role a leader's supervisor plays in the evaluation process, a roadmap for conducting the evaluation process well, and a plethora of tools and resources available to districts to create a reflective, growth-minded school leader evaluation plan.*

While every effort was made to minimize the impact of state compliance mandates within the design of the ***School Leader Evaluation Plan***, the Collaborative recognizes that states have their own statutes dictating certain components and processes that school leader evaluation systems must contain. Thus, each member of the Collaborative has customized this resource to ensure it meets the statutory requirements within its own state. Here in Illinois, the Illinois Principals Association (IPA) has worked to ensure that the components of the *Performance Evaluation Reform Act (PERA)* are met.

One final reminder. Please do not hesitate to contact us here at the IPA if we can assist you as you develop your own school leader evaluation plan. You can reach out anytime at 217-525-1383 or find us on the web at ilprincipals.org.

ILLINOIS PRINCIPALS ASSOCIATION IPA

SCHOOL LEADER COLLABORATIVE

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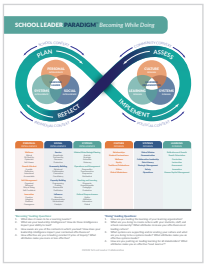

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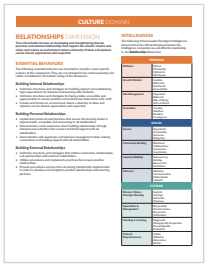

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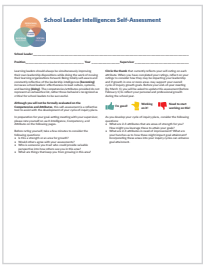

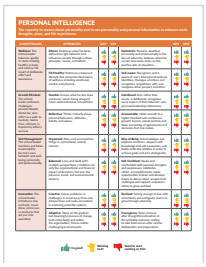

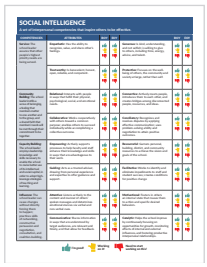

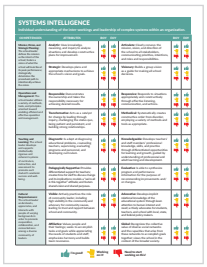

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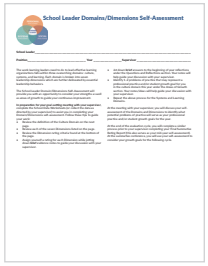

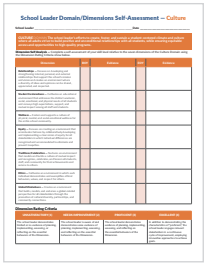

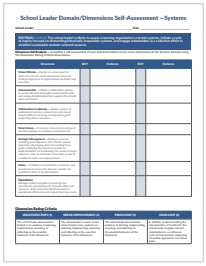

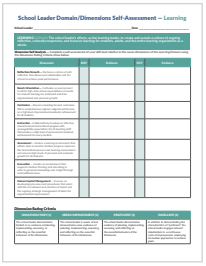

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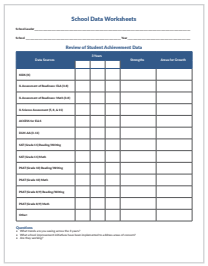

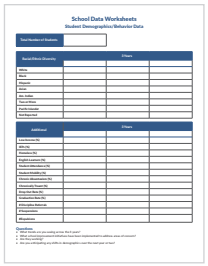

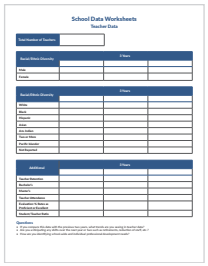

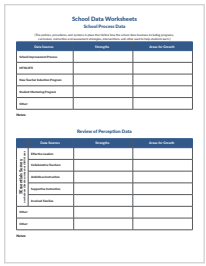

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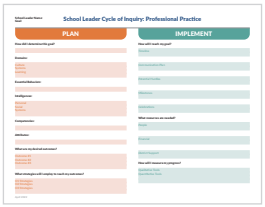

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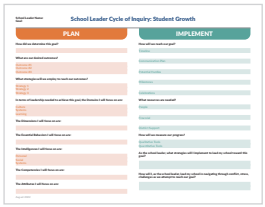

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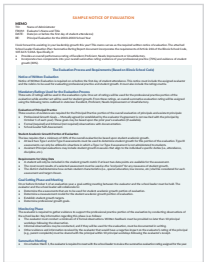

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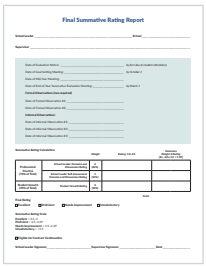

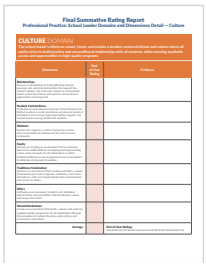

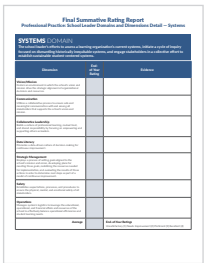

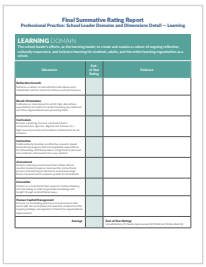

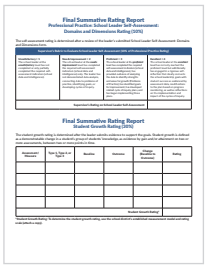

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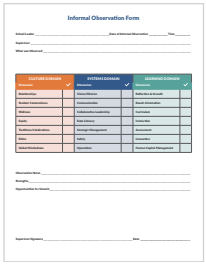

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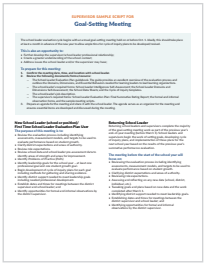

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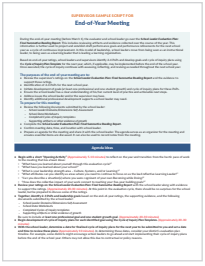


Supervisor Sample Script for End-of-Year Meeting, p. 98-99

Contact the Illinois Principals Association for access to these documents and resources!

NOTES

PARTS 1-4

Parts 1-4 provide a foundation for the School Leader Evaluation Plan and guide users through the evaluation cycle. Specifically:

- Part 1 introduces the importance of examining the evaluation process with a focus on continuous improvement for school leaders;
- Part 2 details the foundation of the new plan and its emphasis on leader growth;
- Part 3 outlines the alignment of the plan with Illinois statutory requirements; and
- Part 4 of the plan provides the steps for implementing the plan.

"Instead of thinking of principals as just instructional leaders, we regard principals as

LEARNING LEADERS

LEADING LEARNING ORGANIZATIONS."

PART 1

OVERVIEW

School Leadership Matters

School leadership, particularly principal leadership, is critical to the success of our nation's schools, teachers, and students. Very few professions offer the vast opportunities to influence the lives of so many and leave a forever impact on those served. Over the last 20 years, there have been numerous studies consistently demonstrating the significant impact of the school leader on student learning. In 2021, the Wallace Foundation published a review of the research on the influence of the school leader on student achievement - *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research*. Based on research since 2000, the authors found that principals' effects on student achievement were nearly as large as the average contributions of teachers identified in comparable studies. However, the researchers found the effects to be larger in scope, because they are averaged over all students in a school rather than a single classroom.[2]

Today, principals are now held accountable for student learning outcomes in their schools, and researchers have identified specific behaviors and skills linked to effective outcomes. Research tells us it takes five to 10 years for a principal to have a meaningful impact on a large school, but only one out of four principals are in the same building after five years.[3] Of those that are brand new to the principalship, 50 percent do not make it past year three. Although some principals get promoted to the district office or take other building level positions, long hours, tough political environments, mounting mandates, rising expectations, shrinking resources, and the narrowing pay with teachers push many promising principals out of school leadership altogether.[4]

This high turnover rate of building principals is costly in dollars ($75,000 for preparing and onboarding a new principal), time, relationships, and most importantly — impact on student learning.[5] Unfortunately, finding and keeping great school leaders is a challenge.

Curbing the Turnover

In March of 2020, the National Association of Secondary School Principals (NASSP) and the Learning Policy Institute (LPI) published the results of an intensive research project to identify the causes and consequences of principal turnover nationwide – *Supporting a Strong, Stable Principal Workforce: What Matters and What Can Be Done*. The report outlined the five main reasons principals leave their jobs: inadequate preparation and professional development, poor working conditions, insufficient salaries, lack of decision-making authority, and ineffective accountability policies. It also provided key recommendations to local school districts for supporting and retaining effective principals. The authors encouraged local policymakers to develop plans that provide:

- High-quality professional learning opportunities;
- Support from strong administrative teams with adequate school-level resources;
- Competitive salaries;
- Appropriate decision-making authority within the school context; and
- Evaluations characterized by timely, formative feedback.[6]

The School Leader Collaborative has developed an evaluation plan that embraces three of these five recommendations — high-quality professional learning opportunities, support, and timely, formative feedback.

"These new findings on principals' departure plans should frighten the entire education community. Our schools are already strained by principal turnover, and the school conditions policymakers have created will only intensify that turnover. Couple that reality with a shallowed pool of future principals caused by teacher layoffs and attrition, and we have a full-blown crisis in finding talented educators to lead our schools. We must make it a priority to attend to the needs of current principals and continue efforts to deepen the bench of leadership talent."[7]

— National Association of Secondary School Principals

"**The impact of an effective principal has likely been understated**, with impacts being both **greater and broader than previously believed: greater in the impact on student achievement** and **broader in affecting other important outcomes, including teacher satisfaction and retention** (especially among high-performing teachers), **student attendance**, and **reductions in exclusionary discipline**."[8]

–The Wallace Foundation

Why Focus on Evaluation

Recognizing the need to attract, grow, and retain effective principals, the George W. Bush Institute embarked on the School Leadership Initiative focused on dramatically improving the way school districts find, support, and hold on to highly effective principals. Part of this initiative included the development of a principal performance evaluation plan for school districts.

Why focus on principal performance evaluation? According to authors Gina Ikemoto and Eva Chiang:

> *Principal performance evaluation can be an effective lever for improving and supporting principal talent because — when done well — it establishes a districtwide definition of effective leadership that grounds and focuses all other principal talent management work in the district.*[9]

An effective principal evaluation system can set the professional learning agenda for the district, provide and support school leaders' professional growth, create a results-oriented culture, recognize high performers, and filter out poor performers.

Although most states require principal performance evaluation, there is little empirical research identifying which approaches are most effective. The Bush Institute, in their review of principal evaluation research, identified four key components of effective principal performance evaluation:

- An aligned **leadership framework** that clearly defines skills and knowledge of effective principals.
- A variety of **measures** triangulated to assess principals.
- Well-designed **processes** for conducting and ensuring fairness and usefulness of evaluations.
- Mechanisms for making **connections to principals' professional growth.**[10]

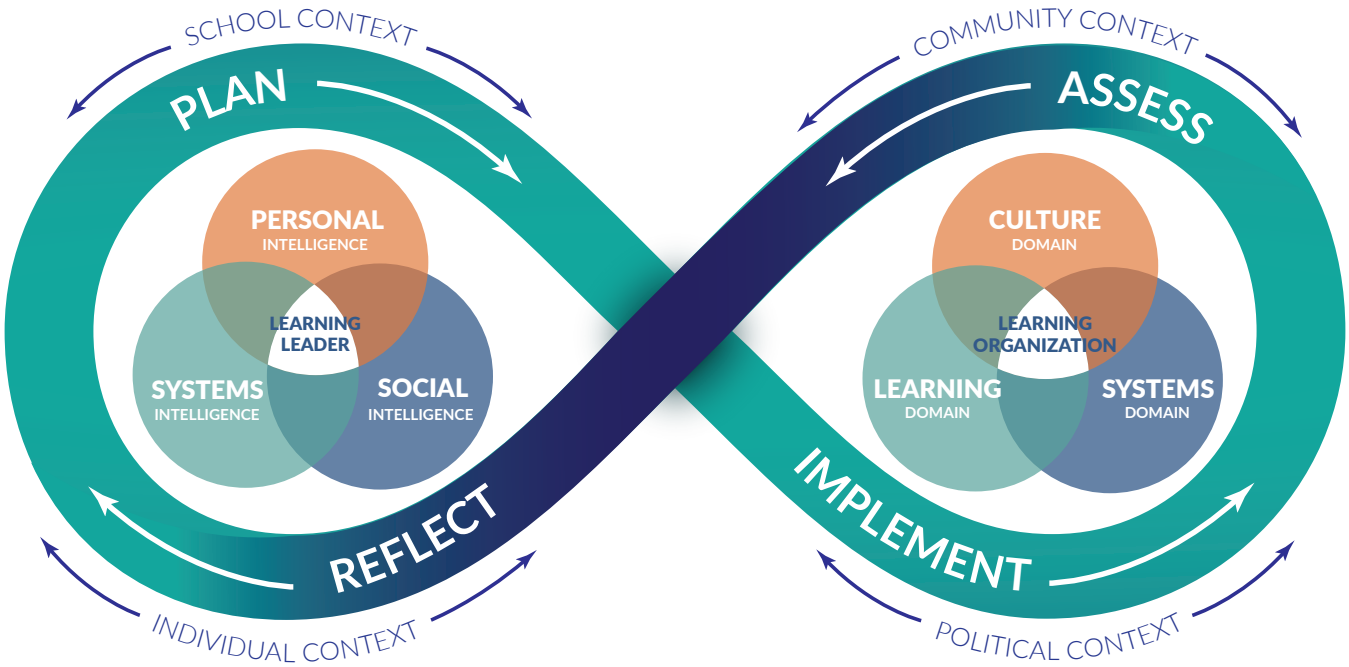
The ***School Leader Evaluation Plan*** includes all four components to support the professional growth of school leaders.

An Aligned Leadership Framework

In order to provide a complete picture of school leaders as learning leaders leading learning organizations, the School Leader Collaborative developed the ***School Leader Paradigm***. This leadership framework clearly outlines the critical competencies and attributes individuals must account for when working to grow, or become, a school leader — the **"Becoming"** side — Personal Intelligence, Social Intelligence, and Systems Intelligence. The **"Doing"** side of the framework identifies the work school leaders must do to lead learning organizations. Culture sets the foundation, systems support the culture, and learning shows the belief. Masterful leadership is accelerating this convergence to impact student and adult learning as early as possible in the leader's tenure. By setting culture, developing systems, and fostering the learning of all those they serve, school leaders create, nurture, and sustain learning organizations.

By shaping the ***Paradigm*** with an infinity loop, the Collaborative suggests that the influence and impact of a school leader is eternal. Leaders may come and go, but the influence they have on others while leading their school reverberates always. Additionally, the infinity loop accounts for the two sides of

Becoming While Doing



The School Leader Paradigm

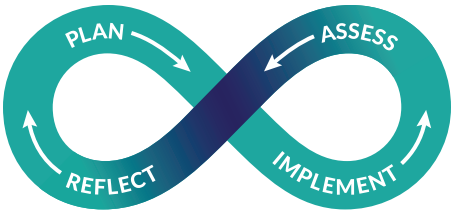
Wallace Principal Practices and Skills Compared to School Leader Paradigm Intelligences and Domains

Wallace 3 Foundational Skill Sets[11]	***School Leader Paradigm*** Intelligences
• **People:** Human development and relationship skills (e.g., caring, communication, trust) • **Instruction:** Skills to support teachers' classroom instruction • **Organization:** Management skills that transcend schools (e.g., data use strategic thinking, resource allocation)	• **Personal:** The capacity to reason about personality and to use personality and personal information to enhance one's thoughts, plans, and life experiences. • **Social:** A set of interpersonal competencies that inspire others to be effective. • **Systems:** Individual understanding of the inter-workings and leadership of complex systems within an organization.
Wallace 4 Principal Practices[12]	***School Leader Paradigm*** Domains
• Building a productive school climate. • Managing personnel and resources strategically. • Engaging in instructionally focused interactions with teachers. • Facilitating productive collaboration and professional learning communities.	• **Culture:** The school leader's efforts to create, foster, and sustain a student-centered climate and culture where all adults strive to build positive and unconditional relationships with all students, while ensuring equitable access and opportunities to high-quality programs. • **Systems:** The school leader's efforts to assess a school's current systems, initiate a cycle of inquiry focused on dismantling historically inequitable systems, and engage stakeholders in a collective effort to establish sustainable student-centered systems. • **Learning:** The school leader's efforts to support the development and use of innovative practices that encourage adult and student life-long learning.

leadership: 1) the leader; and 2) the organization the leader leads. While the leader and the organization can be described separately, the two are inextricably connected, like two sides of the same coin.

The ***School Leader Paradigm*** leadership framework clearly outlines the skills, knowledges, and behaviors of effective school leaders as evidenced by recent research. The 2021 Wallace Foundation Report identified four principal practices and three foundational skills influencing student learning, which are synonymous with the ***Paradigm*** intelligences and domains.[13]

Simply identifying and defining the key skills and knowledges of impactful administrators in the ***School Leader Paradigm*** was not enough. The country and every state had done this for years through the development of state and national school leadership standards. By itself, the ***Paradigm*** would not significantly improve school leader effectiveness. What was needed was a mechanism to make the ***Paradigm*** a living, breathing document, helping school leaders improve their practice. It had to be implanted into the lives of administrators and schools, driving their daily work. Thus, a **Cycle of Inquiry** was embedded within the infinity loop, signifying the state of continuous improvement both the learning leader and the learning organization must be engaged in to do what is best for their students. The inquiry cycle, which will be discussed later



The School Leader Paradigm Cycle of Inquiry

in detail, is broken into four stages: 1) plan, 2) implement, 3) assess, and 4) reflect.

With a research-based, aligned leadership framework in place and a process for continuous improvement, the next step was to identify a conduit for utilizing the framework. With nearly all states requiring the annual evaluation of school administrators, incorporating the framework into this process seemed only natural. In doing so, there were two goals:

1. Meet the mandated school leader evaluation requirements; and
2. Provide mechanisms for making connections between the evaluation process and the school leader's professional growth.

That last goal was critical. For so long, school leader evaluation has had little impact because of the lack of a relationship between evaluation and professional development. A significant element of the evaluation process had to center around leadership growth. Opportunities for school leaders to learn and improve their practice with district support had to be incorporated into the model.

The ***School Leader Paradigm*** provides a research-based leadership framework, and the ***School Leader Evaluation Plan*** includes well-designed processes for conducting and ensuring fairness and usefulness of evaluations, mechanisms for making connections to principals' professional growth, a variety of measures triangulated to assess school leaders, and ways for districts to support school leaders both internally and externally throughout the process.

District Support

In order for school leaders to continue to grow, strong district support is needed. It requires rethinking the role of the school leader supervisor. **The *School Leader Evaluation Plan* defines the school leader supervisor as the individual responsible for the evaluation of the school leader as outlined in Section 50.300 Subpart D: Performance Evaluation Plans: Principals and Assistant Principals of the Illinois Administrative Code**.

The supervisor is the lynchpin for the development of the school leader. Although the position has traditionally been focused on administration, operations, and compliance, districts are now acknowledging the greater need for the position to support school leaders in becoming effective learning leaders in their schools.

Recognizing the need for a clear and practical definition of what a district supervisor should know and be able to do in order to improve the effectiveness of the school leaders with whom they work, the Council of Chief State School Officers published the ***Model Principal Supervisor Professional Standards 2015*** to provide such guidance.[14] These voluntary standards, heavily influenced by the work of the Wallace Foundation and the District Leadership Design Lab at the University of Washington, clarify specific work practices and dispositions of supervisors that are associated with positive school results.

Recent research suggests that shifting the district supervisor's role can have significant impacts on school leadership. In 2014, The Wallace Foundation launched the Principal Supervisor Initiative (PSI), a four-year, $24 million effort to redefine principal supervision in six urban school districts. There were five major directives:

- Revise the principal supervisor's job description to focus on instructional leadership.
- Reduce principal supervisors' span of control (the number of principals they oversee) and change how supervisors are assigned to principals.
- Train supervisors and develop their capacity to support principals.
- Develop systems to identify and train new supervisors (succession planning).
- Strengthen central office structures to support and sustain changes in the supervisor's role.[15]

After four years, researchers identified numerous ways the initiative had influenced the growth of school leaders.

> **"If we were to measure our effectiveness as education leaders by the quality of our systems for evaluating principals, our skill at implementing them, and the impact those systems have on our principals and our schools, we would be in trouble…The supervision of principals should be a primary responsibility, not an afterthought."[16]**
>
> ***–Vitcov & Bloom***

CCSSO Model Principal Supervisor Professional Standards 2015[17]

FOCUS	STANDARDS
Supporting and Improving Principals' Capacity for Instructional Leadership	**Standard 1:** Principal Supervisors dedicate their time to helping principals grow as instructional leaders. **Standard 2:** Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders. **Standard 3:** Principal Supervisors use evidence of principals' effectiveness to determine necessary improvements in principals' practice to foster a positive educational environment that supports the diverse cultural and learning needs of student. **Standard 4:** Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.[13]
Ensuring the Smooth and Effective Functioning of the District	**Standard 5:** Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning. **Standard 6:** Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student.
Improving the Capacity and Effectiveness of the Principal Supervisor as a District Leader	**Standard 7:** Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders. **Standard 8:** Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.

DISPOSITIONS

Growth-oriented: Transformational education leaders believe that students, education professionals, educational organizations and the community can continuously grow and improve to realize a shared vision for student success through dedication and hard work.

Collaborative: Transformational education leaders share the responsibility and the work for realizing a shared vision of student success.

Innovative: Transformational education leaders break from established ways of doing things to pursue fundamentally new and more effective approaches when needed.

Analytical: Transformational education leaders gather evidence and engage in rigorous data analysis to develop, manage, refine and evaluate new and more effective approaches.

Ethical: Transformational education leaders explicitly and consciously follow laws, policies, and principles of right and wrong in everything they do.

Perseverant: Transformational education leaders are courageous and persevere in doing what is best for students even when challenged by fear, risk and doubt.

Reflective: Transformational education leaders re-examine their practices and dispositions habitually in order to develop the "wisdom of practice" needed to succeed in pursuing new and more effective approaches.

Equity-minded: Transformational education leaders ensure that all students are treated fairly, equitably, and have access to excellent teachers and necessary resources.

Systems-focused: Transformational education leaders are committed to developing systems and solutions that are sustainable and effective district-wide and that generate equitable outcomes for all schools and stakeholders.

Principals noted transformations in their work with their supervisors. Expectations changed including more consistent relationships with their supervisors that included coaching, feedback, deeper professional development, and stronger instructional supports. Principals also felt their supervisors better understood their contexts and specific needs, resulting in deeper relationships of trust and respect. Coaching, feedback, and data use with principals increased. Principals reported that because of the deeper relationships with their supervisors, the quality and usefulness of the evaluation feedback they received improved. Furthermore, they noted that these strong relationships made it possible for supervisors to serve as both coaches and evaluators without tension. Overall, school leaders felt their own instructional leadership capacity had improved.[18]

As the research indicates, rethinking the district supervisor role can significantly impact the growth of the school leader, but there are additional ways district leaders can support the development of school leaders. The Bush Institute has identified six different types of opportunities for principals' professional growth, which have been incorporated into the ***School Leader Evaluation Plan***:

- **Structures to set individual, annual development goals:** School leaders identify areas of strength and needed growth based on the summative evaluation ratings and other sources such as self-assessments, school data, and perception data. Working with the district supervisor, annual development goals and growth plans (cycle of inquiry plans) aligned to these professional practice goals are created.
- **Individualized coaching and feedback on leadership practice:** Trained district supervisors provide ongoing, one-on-one coaching and targeted feedback based on the leader's goals.
- **Peer learning communities:** Districts provide opportunities for principals to meet in small groups to enhance learning, knowledge sharing, and collaboration. Larger school districts may group according to building level or experience level. Smaller school districts may need to partner with other districts in their region or conference.
- **Mentoring and advisement from an assigned peer or retired principal:** The role of the mentor is to promote the growth and development of the school leader.
- **Group professional development sessions:** Districts provide school leaders with similar professional practice goals, group professional development and opportunities to work together. Again, this might be an opportunity to partner with other districts in a region or conference to provide this support.
- **Financial support to attend workshops and conferences**: Districts provide external professional development opportunities for school leaders to enhance their targeted professional practice goals through participation in specific workshops and/or conferences.[19]

These are excellent ideas to support the growth of school leaders, but what about smaller districts where superintendents are wearing multiple hats, including serving as the school leader supervisor? How can these districts better support school leaders? As part of Title II of the Every Student Succeeds Act (ESSA), states can allocate up to 5% of the funding they receive to teacher and leader development and an additional 3% for leadership investments. If available, use these funds to:

- Hire a part-time district supervisor to work with school leaders or share a person with another district.
- Hire a leadership mentor to work with school leaders. Although the responsibility for evaluating the leader remains with the district supervisor, the mentor can serve as a coach throughout the evaluation process.
- Organize peer professional learning groups to support school leaders. This can be done within a district and for smaller districts, superintendents from different districts could work together to develop school leader professional learning communities.

State professional organizations such as the Illinois Principals Association (IPA) provide many of these opportunities for professional growth for school leaders. IPA offers more than 150 administrator academies, mentoring and coaching services, online learning through Ed Leaders Network, and conferences such as the Education Leaders Annual Conference in October.

Effective District Practices to Support Supervisors

Develop a universal set of norms and skills to guide practice:

- Well-defined job descriptions with clear expectations for the amount of direct and indirect district support to be provided to leaders and schools
- On-going training focused on:
  - Evaluating school leaders
  - Coaching school leaders
  - Mentoring school leaders
  - High-quality instruction
  - High-quality leadership

Create district-wide protocols for:

- Supervisor and school leader regular meetings
- Goal and growth plan development
- Data analysis
- Formal and informal observations
- Providing feedback
- Collecting performance evidence
- Management tasks

Adopt common tools to guide supervisors' work with school leaders for:

- Coaching school leaders
- Mentoring school leaders
- Leading peer professional learning groups
- Data analysis
- Developing effective teachers through classroom observations and teacher feedback

Clarifying the Supervisor's Role

In most districts, the supervisor serves two roles: coach and evaluator. As an evaluator, the supervisor is providing a summative rating on the leader's professional practice. As a coach, the supervisor's key focus is on increasing the leadership capacity of the school leader.

Although there is potential for conflict as both the coach and evaluator, clear communication regarding the roles and responsibilities of the supervisor is critical. It is essential for school districts to clarify the school leader supervisor's job description and provide role-specific training. For example, strengthening understanding across the district of high-quality instruction and instructional leadership to school leader supervisors ensures consistency of practice within a district.

As a coach, the district supervisor is assisting the leader in the development of their cycle of inquiry plans and providing feedback and support throughout the implementation process. The leader's plan influences day-to-day decisions and focus of the supervisor, such as:

- When to visit a particular school to maximize opportunities to observe and provide feedback on individual leader's growth areas.
- How to focus a feedback conversation, so that it provides explicit feedback on growth goals.
- Whether and how to deploy other district staff, so that the leader has additional support related to their areas of growth.
- Whether or not to provide external professional growth experiences (i.e., specific workshops, conferences) to enhance the leader's professional practice goals.
- How to set up professional learning communities of leaders with similar areas of growth.
- How to focus group meeting time (e.g., monthly leadership meetings), to address common areas of growth.[20]

Clarifying School Leader Authority

In utilizing the ***School Leader Evaluation Plan***, it is critical for the district to define and identify areas with which the school leader has authority to make decisions and areas in which they are in a more supportive role. It would be unrealistic to hold principals and assistant principals accountable for decisions they do not have the authority to make. At the same time, without clarity around authority and support, the school leader may fail to make leadership decisions that they can and should be making. School leadership is dependent on not only knowing and understanding where the leader has authority in each criterion, but also where they need identified support from the district office or elsewhere.[18]

School leaders and their supervisors should begin identifying this crucial information by asking the question: Who makes this decision? If the answer is the school leader, then this responsibility may be evaluated. If the answer is someone else, then the evaluator should consider this criterion or component only to the extent appropriate and not penalize the school leader for decisions they cannot make. In areas with which the school leader has authority to make decisions, this does not mean they do not receive or need support when making them. It is important for supervisors to ask whether they have enabled the leader to use their authority and provided adequate support as needed when these decisions are made. This system of work will only further the district's initiatives and help both staff and students.[19]

The **ultimate goal of the supervisor** is to instill in school leaders the **ability to continuously self-assess**, **develop cycle of inquiry plans** (growth plans), **analyze data**, **reflect**, and **grow not only themselves**, but **the schools they lead**.

PART 2

THE PLAN'S FOUNDATION

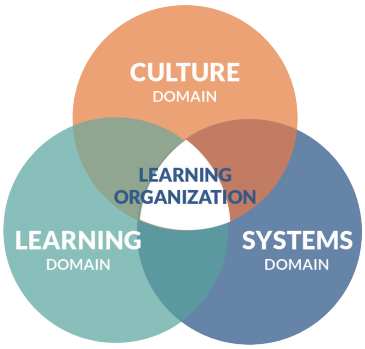
Becoming While Doing

The focus of any evaluation plan has to be on "doing the work," but school leaders must lead themselves well first in order to provide effective leadership for their schools. By establishing themselves as learning leaders, principals model the behavior they expect from both the adults and students in their learning organizations.

The School Leader Paradigm: Becoming

Becoming a learning leader requires school leaders to possess a convergence of personal, social, and systems intelligences. We use the term "intelligence" within the ***Paradigm*** in order to describe the ways principals need to be smart about their leadership. We further identified critical competencies and attributes school leaders must account for when working to grow. The intelligences are interconnected, do not act in isolation, and take into account the personal, social, and systems aspects of school leadership. Furthermore, intelligence implies how learning and growth, or becoming, need to take place for individuals to become better leaders. The concept of "either you have it, or you don't" does not apply here. Improvement is possible even if it requires intentional, incremental growth, as is often the case when creating new habits and skills.

From our experience and expertise, becoming while doing represents the art of school leadership. Yes, we expect our school leaders to be well-prepared upon graduating from their administrative preparation programs, but we also acknowledge that school leadership is contextual. Leadership does not exist in a vacuum. To be successful, school leaders must effectively work within a complex web of differing personalities, motivations, political connections, individual circumstances, beliefs, and opinions.[23] Specifically, we argue that principals, or learning leaders, should always be simultaneously improving their own leadership dispositions, or becoming while doing the work of moving their learning organizations forward.



The School Leader Paradigm: Doing

As you will see, **we do not ask district supervisors to evaluate the intelligences**, but they must recognize that the interplay between becoming and doing is critical. In order for school leaders to grow, they have to know which leadership competencies and attributes they should consider leveraging to conduct the concrete work their jobs require. Throughout the ***School Leader Evaluation Plan***, you will see reference to these key competencies and attributes identified to assist with this development.

Professional Career Progression

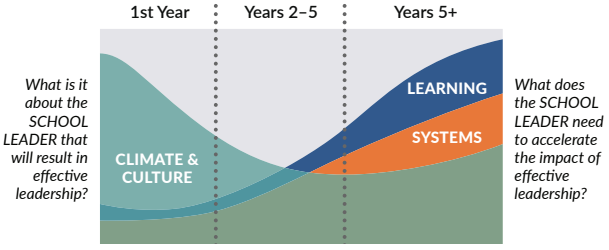
We also recognize that an administrator new to his or her position invests the first few years establishing trust and building relationships in order to begin shaping the climate, then culture. Once high levels of trust and strong relationships have been built, the school leader can then begin dismantling ineffective and/or harmful systems while concurrently creating improved systems that support a new culture. Over time, as the culture grows, and systems support that culture, then the principal strategically pushes concurrently on student and adult learning. We refer to this process as leading the convergence of culture, systems and learning. The art of leadership is balancing becoming a leader while guiding this convergence. A more veteran and experienced principal has the ability to accelerate the merging of these domains concurrently, while a newer principal needs more time and tends to work from culture to systems to learning.

Simply stated, culture sets the foundation, systems support the culture, and learning shows the belief. Masterful leadership is accelerating this convergence to impact student and adult learning as early as possible in the principal's tenure. By setting culture, developing systems, and fostering the learning of all those they serve, principals create, nurture, and sustain learning organizations.[24]

With this in mind, we advocate for a process that identifies strengths and areas for growth, two to three professional growth goals, and develops cycle of inquiry plans for meeting those goals, including district support for those plans. For example, the goals and cycle of inquiry plans for a new school leader would focus on the "culture" dimension of the ***Paradigm***, whereas a more experienced leader's plan would center around the "learning" dimension of the ***Paradigm*** but also include "culture" and "systems." For some leadership positions in the school, only parts of the ***Paradigm*** may apply to the primary responsibilities of the individual being evaluated. For instance, it is not unusual for assistant principals' major duties to be focused on the handling of school discipline. In this case, on some of the dimensions, they would be rated on their supporting leadership role. As previously stated, it is critical for the district to define and identify areas with which the school leader has authority to make decisions and areas in which they are in a more supportive role.

We believe this new model of school leader evaluation will be significantly more meaningful for school administrators and lead to greater professional growth. Becoming while doing results in more positive outcomes for leaders, their organizations, their teachers, and ultimately their students.

LEADING THE CONVERGENCE OF CULTURE, SYSTEMS, AND LEARNING



PART 3

ILLINOIS REQUIREMENTS & SCHOOL LEADER EVALUATION PLAN ALIGNMENT

The ***School Leader Evaluation Plan*** meets the requirements of 23 Illinois Administrative Code 50 Subpart D: Performance Evaluation Plans: Principals & Assistant Principals. The ***School Leader Evaluation Plan*** is based on the ***School Leader Paradigm framework*** which is aligned to the ***Illinois Performance Standards for School Leaders***. The ***Paradigm*** digs deeper into the standards and distinguishes the essential behaviors of an effective school leader.

Summative principal and assistant principal ratings are determined by combining the school leader's practice and the student growth scores to determine the administrator's level of performance on a 4-point scale with designations for excellent, proficient, needs improvement, and unsatisfactory. Principals and assistant principals on single-year contracts must be evaluated at least once every school year, no later than March 1. Principals and assistant principals on multi-year contracts must be evaluated by March 1 of the final year of their contracts.

The ***School Leader Evaluation Plan*** meets the requirements of 23 Illinois Administrative Code 50 Subpart D: Performance Evaluation Plans: Principals & Assistant Principals. The ***Alignment of School Leader Evaluation Plan with IL Evaluation Requirements*** outlines the Illinois requirements and how the ***School Leader Evaluation Plan*** meets those conditions. For example, the ***School Leader Evaluation Plan*** recommends a meeting before the start of the school year to develop professional growth goals and cycle of inquiry plans, whereas IL requires goals to be identified on or before October 1. The ***School Leader Evaluation Plan*** also uses an evaluation rubric aligned to the ***School Leader Paradigm***. The ***Paradigm*** is aligned to the ***IL Performance Standards for School Leaders***, but it digs deeper into the standards and distinguishes the essential behaviors of an effective school leader.

The ***School Leader Evaluation Plan*** also refers to the "qualified evaluator" as the "school leader supervisor." **The *School Leader Evaluation Plan* defines the school leader supervisor as the individual qualified to conduct an evaluation of the school leader** as outlined in Section 50.300 Subpart D: Performance Evaluation Plans: Principals and Assistant Principals of the Illinois Administrative Code.

Evaluation of Performance Based on Professional Practice

The evaluation of performance based on professional practice is delineated in Section 50.320 Professional Practice Components for Principals and Assistant Principals of the IL Administrative Code. We recommend district supervisors and school leaders review the specific requirements of this section of the IL School Code and the Performance Evaluation Reform Act (PERA). Main elements of this section include:

- Consideration of the professional practice of a principal and, as applicable, assistant principal shall comprise a minimum of **50 percent of the performance evaluation rating**.
- Any instruments and rubric used to evaluate the professional practice of a principal or assistant principal shall align to the Illinois Standards for Principal Evaluation.
- **No later than February 1 of each year, or June 1** of each year for schools located in CPS, each principal or, as applicable, assistant principal shall complete a self-assessment that is aligned to the rubric to be used to evaluate professional practice. The self-assessment shall be used as one input in determining a principal's or assistant principal's professional practice rating.
- A **minimum of two (2) formal observations** at the school in which the principal or assistant principal is employed during his or her workday. The formal observation must be scheduled in advance and include at least one objective for the observation (e.g., reviewing classrooms, observing leadership team meetings). Feedback from the formal observations shall be provided in writing (electronic or paper) to the principal or assistant principal no later than **10 principal workdays** after the day on which the observation occurred.
- Other evidence and information received by the qualified evaluator that would have a negative impact on the evaluator's rating of the principal (e.g., parent complaints) shall be shared with the principal within the timeline established in subsection (c)(1)(C).
- There is **no limit on the number of informal observations** that a qualified evaluator may conduct, provided that he or she deems the informal evaluations necessary to fully assess the performance of the principal or assistant principal being evaluated. Evidence gathered during informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.
- The school district or qualified evaluator shall inform the principal or assistant principal how evidence of professional practice collected will be used to determine a professional practice rating.
- In providing feedback to principals or assistant principals on the instructional environment within a school (Section 24A-20 of the School Code), as applicable to an evaluation plan, the school district or qualified evaluator shall use only the results from a school climate survey authorized under Section 2-3.153 of the School Code [105 ILCS 5/2-3.153]. The results may be used to help the principal set priorities and goals but shall not be used as a single measure to determine a principal's performance evaluation rating.

The ***School Leader Evaluation Plan*** aligns with the IL requirements for evaluation of professional practice but provides much more of a growth model for school leaders.

Evaluation of Performance Based on Student Growth

The evaluation of performance based on student growth is clearly outlined in the Illinois Administrative Code as follows:

> ***Section 50.310 Student Growth Components*** *Each school district shall provide for the use in the performance*

evaluation plan of data and indicators on student growth as a significant factor in rating principal or, as applicable, assistant principal performance. (Sections 24A-15 and 34-8 of the School Code)

We encourage district supervisors and school leaders to reacquaint themselves with the specific requirements of this section of the IL School Code and the Performance Evaluation Reform Act (PERA). Some of the key components include the following:

- "Significant factor" shall represent at **least 30 percent** of the performance evaluation rating assigned.
- No later than October 1 of each school year, the school leader supervisor shall inform the principal or assistant principal of the assessments and, for the assessments identified, the weights, measurement models, and targets to be used.
- The school district must identify **at least two assessments**, either from Type I, Type II, or Type III, which are able to provide data that meet the definition of student growth as set forth in Section 50.30.
- **For an assistant principal, a qualified evaluator may select student growth measures that align to the individual's specific duties (e.g., improvements in attendance, decrease in disciplinary referrals).**
- The school district shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each assessment and target chosen to ensure that they best measure the impact that a principal, school and school district have on students' academic achievement. (Section 24A-7 of the School Code).

Type I	An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois. Examples: SAT, NWEA Map Tests, Scantron Performance Series.
Type II	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area. Examples: Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers.
Type III	An assessment that is rigorous, aligned with a course's curriculum, and determined by the evaluator and school leader to measure student learning. Examples: school leader-selected assessments, teacher-created assessments, performance assessments.

The evaluation of performance based on student growth in the ***School Leader Evaluation Plan*** is identical to the IL requirements.

Overall Evaluation of Performance

For principals to be learning leaders leading learning organizations, they, and their schools, must be engaged in a process of continuous improvement. Analyzing multiple sources of data required as part of the goal-setting meeting (***School Data Worksheet***, ***School Leader Intelligences Self-Assessment***, ***review of the Professional Practice Rating Form***, and identification of problems of practice), school leaders and supervisors develop professional growth goals and cycle of inquiry plans to meet those targets. Because the summative performance evaluation rating includes both a professional practice and a student growth rating, it is imperative that the school leader's cycle of inquiry plans include **at least one professional practice goal and one student growth goal**. The cycle of inquiry plans for professional practice growth should reflect the leadership growth needed to meet the goals of the school improvement plan. The two plans do not work in opposition, but together to improve the school - learning leader leading a learning organization.

To assist school leaders in meeting their goals, the ***School Leader Evaluation Plan*** also requires supervisors to provide intensive support through regular meetings, observations with feedback, and professional development. It is important to note that issues may arise from informal and formal observations that require immediate intervention. Supervisors and school leaders may need to halt work on original inquiry plans and develop new goals and new inquiry plans to address these concerns. For example, a supervisor may observe a school leader not following district protocol for providing feedback to a teacher during a post-observation meeting. In this instance, a new goal and inquiry plan may be developed with the school leader to deal with the issue.

The ***School Leader Evaluation Plan*** recommends developing peer learning groups to further support school leaders. Similar to professional learning communities for teachers, school leader professional learning communities have similar benefits. They allow school leaders opportunities to directly improve leading and learning by sharing best practices and brainstorming innovative solutions to problems. Learning from other school leaders allows individuals to enhance their leadership skills and adjust their practices. Peer learning groups also build stronger relationships between school leaders resulting in increased accountability across building levels. Smaller districts may need to partner with neighboring districts or conference districts to create these peer learning groups. The Illinois Principals Association can help foster this type of collaboration.

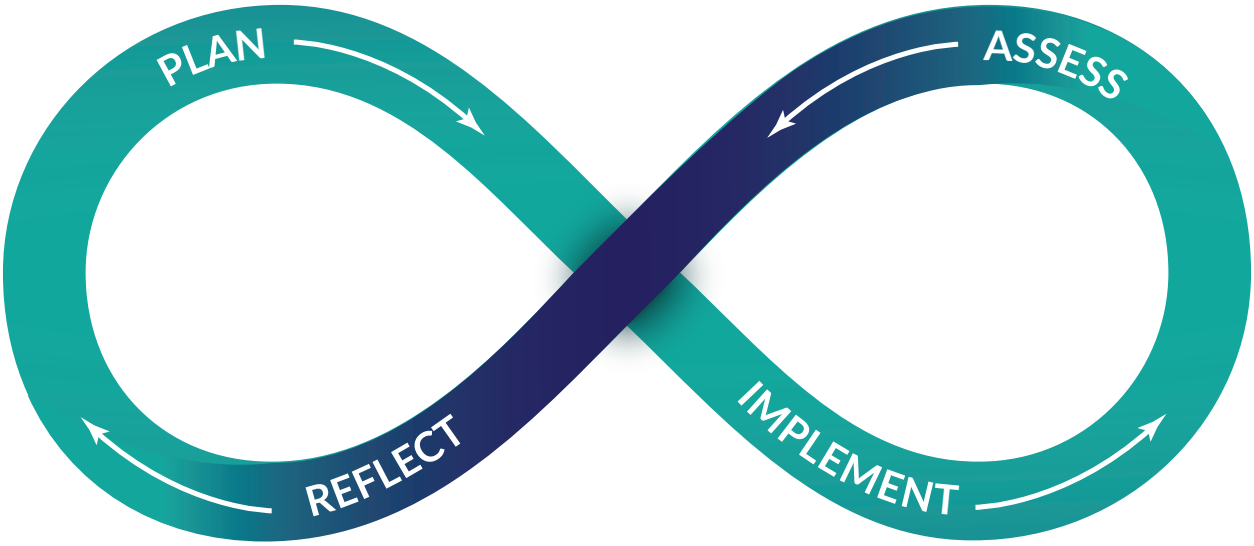
In addition to supporting school leaders with peer learning groups, mentoring and coaching is also highly encouraged — mentoring for new school leaders and coaching for veteran school leaders. Professional organizations such as the Illinois Principals Association offer principals and assistant principals the support and resources they need to help them thrive in their positions, so they can advance learning, innovation, and global citizenry in their schools through effective educational leadership. The key to supporting leaders is helping them to reflect on practice, analyze strengths and areas for improvement, and collaborate to develop specific strategies to reach higher levels of performance. A trained and experienced mentor or coach can provide strategic probing and reflection, feedback and guided planning, and the support and motivation to sustain the administrator in ongoing leadership development. Mentoring and coaching are additional ways to provide ongoing support throughout the evaluation cycle and enhance the growth of the school leader.

For principals to be learning leaders leading learning organizations, they, and their schools, must be engaged in a process of continuous improvement.

PART 4

SCHOOL LEADER EVALUATION PLAN

The ***School Leader Evaluation Plan's*** purpose is to provide school districts with a plan on how to grow school leaders professionally throughout their careers within the mandates of the state evaluation system. The process is centered around professional growth and collaboration between the supervisor and the school leader. The cycle of inquiry (plan, implement, assess, reflect) is used to support, guide, and assist in this important work. In this model, school leaders move from being seen as an instructional leader, to being seen as a learning leader who is leading a learning organization.



PLAN

What professional practice and student achievement goals will lead to my growth as a leader and have a positive impact on my students' achievement?

- Collect and review personal practice and school data.
- Establish professional practice and student growth goals.
- Develop a Cycle of Inquiry for each goal.

IMPLEMENT

What does my action plan include to achieve my goals?

- Establish growth milestones.
- Identify and secure plan resources.
- Identify qualitative and quantitative tools to monitor progress.
- Activate action plans.

ASSESS

What is the data saying about growth toward my goals?

- Collect qualitative and quantitative data.
- Summarize professional practice and student growth goal progress.

REFLECT

How much growth did I experience? What worked well? How will I continue my growth?

- Analyze results of growth toward goals.
- Establish continuation goals or set new goals based on cycle results.

Plan Summary

To begin the evaluation process, the supervisor must provide written notice (electronic or paper) on or before the start of the school term to each principal and, as applicable, assistant principal, that a performance evaluation will be conducted.

The evaluation plan promotes an individual leader's growth by focusing on two self-assessments, one geared toward the leader's personal competencies and attributes (the Becoming Intelligences) and one focused on the leader's skills in leading a learning organization (the Doing Domains and Dimensions). The leader is also asked to review school and student data. This preparation work leads toward meaningful conversation with the supervisor during the goal-setting meeting, held on or before October 1.

New school leaders (school or position) or first-time School Leader Evaluation Plan users are asked to review the plan documents including the School Leader Intelligences Self-Assessment; the School Leader Domains and Dimensions Self-Assessment; and the School Data Worksheets.

Leaders should complete the self-assessments and gather school data to assist them in identifying 3-6 Problems of Practice (POPs) to be shared at the goal-setting meeting with the supervisor. At the meeting, the supervisor will review the evaluation plan process as well as any assessments, measurement models and targets that will be used to evaluate student growth. Working together, the evaluator and leader will solidify a professional growth goal and a student growth goal. These goals will form the basis of the leader's two cycles of inquiry.

For an assistant principal, the supervisor may select student growth measures that align to the individual's specific duties (e.g., improvements in attendance, decrease in disciplinary referrals).

For school leaders returning to the same position and building, goal identification and cycle of inquiry plan development is completed as part of the end-of-the-year summative evaluation meeting held before March 1 of the previous school year. Leaders and supervisors meet before the start of the school term to review the evaluation process and update goals and plans as needed. The supervisor also shares the assessments identified and the measurement models and targets to be used to evaluate performance based on student growth.

The plans are implemented, and the school leader and district supervisor meet regularly over the next few months to assess and reflect on the progress of the plans and determine next steps. Formal and informal observations (IL School Code — minimum of 2 formal, unlimited informal) are conducted during the fall and winter by the district supervisor with school leaders receiving targeted feedback. A midyear check-in meeting is encouraged to engage in a professional dialogue focused on examining progress and reviewing results for the first half of the year. The district supervisor may wish to provide additional support for the school leader throughout the process such as mentoring, establishing peer learning teams, and supplying professional development as needed. The process culminates with the summative evaluation and end-of-the-year meeting (by March 1). School leaders are asked to complete the ***School Leader Domains/ Dimensions Self-Assessment***, update the ***School Data Worksheets*** and the ***School Leader Intelligences Self-Assessment***, and provide cycle of inquiry updates to the supervisor prior to the meeting. Summative performance evaluation ratings are determined based on the data and evidence collected over the course of the year. Although the evaluation process may be formally completed, the results drive the development of the cycle of inquiry plans for the next year — a continuous cycle of improvement.

PLAN

Before the Goal-Setting Meeting

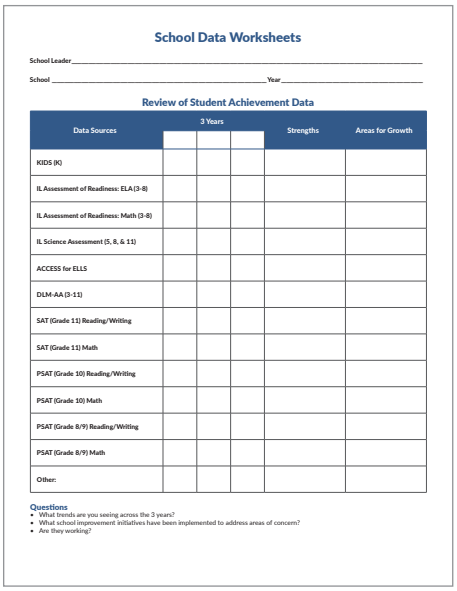
The school leader evaluation cycle begins with the supervisor providing the required evaluation notices (IL-before the start of the school term). School leaders should spend significant time reviewing the ***School Leader Evaluation Plan,*** paying particular attention to the ***Domains, Dimensions, Essential Behaviors, and Intelligences*** to ensure they understand each domain, dimension, and the essential behaviors of the ***School Leadership Paradigm***. School leaders are rated on each domain as part of the end-of-the-year professional practice ratings (see ***Professional Practice Rating Form***).

To begin the process, school leaders are asked to complete the ***School Leader Intelligences Self-Assessment***, the ***School Leader Domains/ Dimensions Self-Assessment,*** and the ***School Data Worksheets.*** The supervisor may request the results before the pre-year meeting or may ask the leader to bring the completed documents to the goal-setting meeting.

The ***School Data Worksheets*** include information about the school such as student and teacher demographics, student achievement results, constituent perception data, etc. If information is not readily available, the school leader should check with others to acquire the information (administrative assistant, counselors, district personnel, etc.).

The ***School Data Worksheets*** provide an overview of the current status of the school and can be used for multiple purposes. For example, this completed form could be shared with the school faculty to initiate school improvement discussions. The form also provides reflective questions for the school leader to complete, but again, could be used to stimulate conversations with other groups.

Although not included in the performance evaluation ratings, we do ask school leaders to frequently reflect on the *Becoming* side of the ***Paradigm*** — the three intelligences: Personal, Social, and Systems, and the specific attributes/behaviors recognized as critical for school leaders to be successful. A self-assessment ***— School Leader Intelligences Self-Assessment*** is available. Leaders should rate themselves using the provided rubric for the goal-setting meeting and will be asked to update their ratings before the end-of-year meeting to reflect



School Data Worksheets

School Leader_____

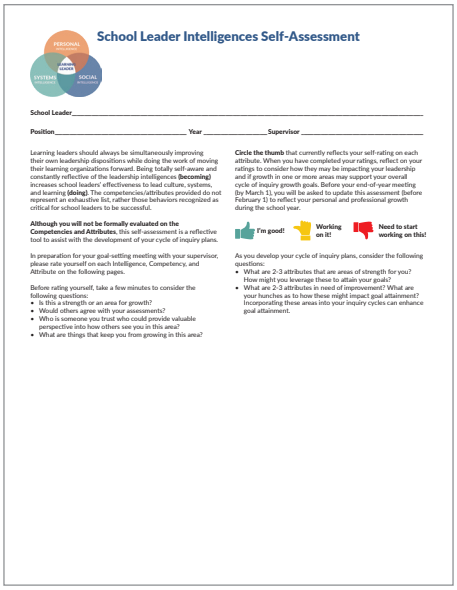
School _____ Year _____

Review of Student Achievement Data

Data Sources	3 Years			Strengths	Areas for Growth
KIDS (K)					
IL Assessment of Readiness: ELA (3-8)					
IL Assessment of Readiness: Math (3-8)					
IL Science Assessment (5, 8, & 11)					
ACCESS for ELLS					
DLM-AA (3-11)					
SAT (Grade 11) Reading/Writing					
SAT (Grade 11) Math					
PSAT (Grade 10) Reading/Writing					
PSAT (Grade 10) Math					
PSAT (Grade 8/9) Reading/Writing					
PSAT (Grade 8/9) Math					
Other:					

Questions
- What trends are you seeing across the 3 years?
- What school improvement initiatives have been implemented to address areas of concern?
- Are they working?

School Data Worksheet



School Leader Intelligences Self-Assessment

School Leader_____

Position_____ Year _____ Supervisor _____

Learning leaders should always be simultaneously improving their own leadership dispositions while doing the work of moving their learning organizations forward. Being totally self-aware and constantly reflective of the leadership intelligences **(becoming)** increases school leaders' effectiveness to lead culture, systems, and learning **(doing)**. The competencies/attributes provided do not represent an exhaustive list, rather those behaviors recognized as critical for school leaders to be successful.

Although you will not be formally evaluated on the Competencies and Attributes, this self-assessment is a reflective tool to assist with the development of your cycle of inquiry plans.

In preparation for your goal-setting meeting with your supervisor, please rate yourself on each Intelligence, Competency, and Attribute on the following pages.

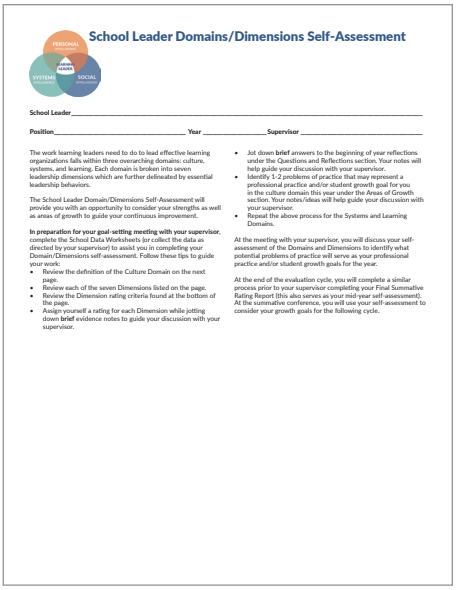
Before rating yourself, take a few minutes to consider the following questions:
- Is this a strength or an area for growth?
- Would others agree with your assessments?
- Who is someone you trust who could provide valuable perspective into how others see you in this area?
- What are things that keep you from growing in this area?

Circle the thumb that currently reflects your self-rating on each attribute. When you have completed your ratings, reflect on your ratings to consider how they may be impacting your leadership and if growth in one or more areas may support your overall cycle of inquiry growth goals. Before your end-of-year meeting (by March 1), you will be asked to update this assessment (before February 1) to reflect your personal and professional growth during the school year.

I'm good! Working on it! Need to start working on this!

As you develop your cycle of inquiry plans, consider the following questions:
- What are 2-3 attributes that are areas of strength for you? How might you leverage these to attain your goals?
- What are 2-3 attributes in need of improvement? What are your hunches as to how these might impact goal attainment? Incorporating these areas into your inquiry cycles can enhance goal attainment.

School Leader Intelligences Self-Assessment



School Leader Domains/Dimensions Self-Assessment

School Leader_____

Position_____ Year _____ Supervisor _____

The work learning leaders need to do to lead effective learning organizations falls within three overarching domains: culture, systems, and learning. Each domain is broken into seven leadership dimensions which are further delineated by essential leadership behaviors.

The School Leader Domain/Dimensions Self-Assessment will provide you with an opportunity to consider your strengths as well as areas of growth to guide your continuous improvement.

In preparation for your goal-setting meeting with your supervisor, complete the School Data Worksheets (or collect the data as directed by your supervisor) to assist you in completing your Domain/Dimensions self-assessment. Follow these tips to guide your work:
- Review the definition of the Culture Domain on the next page.
- Review each of the seven Dimensions listed on the page.
- Review the Dimension rating criteria found at the bottom of the page.
- Assign yourself a rating for each Dimension while jotting down **brief** evidence notes to guide your discussion with your supervisor.
- Jot down **brief** answers to the beginning of your reflections under the Questions and Reflections section. Your notes will help guide your discussion with your supervisor.
- Identify 1-2 problems of practice that may represent a professional practice and/or student growth goal for you in the culture domain this year under the Areas of Growth section. Your notes/ideas will help guide your discussion with your supervisor.
- Repeat the above process for the Systems and Learning Domains.

At the meeting with your supervisor, you will discuss your self-assessment of the Domains and Dimensions to identify what potential problems of practice will serve as your professional practice and/or student growth goals for the year.

At the end of the evaluation cycle, you will complete a similar process prior to your supervisor completing your Final Summative Rating Report (this also serves as your mid-year self-assessment). At the summative conference, you will use your self-assessment to consider your growth goals for the following cycle.

School Leader Domains/Dimensions Self-Assessment

growth over the course of the school year.

Utilizing the completed ***School Data Worksheets***, the ***School Leader Intelligences Self-Assessment***, and the ***School Leader Evaluation Plan - Domain and Dimensions Self-Assessment***, school leaders identify 1-2 Problems of Practice (PoPs) for each domain.

As leaders start to identify their PoPs, they should consider where they are professionally. If someone is a new school leader, he/she should focus on areas in the Culture Domain. Why? From our work with school leaders, we know a leader new to his or her position invests the first few years establishing trust and building relationships in order to begin shaping the climate, then culture. Once high levels of trust and strong relationships have been built, the administrator can then begin dismantling ineffective and/or harmful systems while concurrently creating improved systems that support a new culture. Over time, as the culture grows, and systems support that culture, then the leader tactfully and concurrently pushes on student and adult learning. We refer to this process as leading the convergence of culture, systems, and learning. The art of leadership is balancing becoming a leader while guiding this convergence. A more veteran and experienced principal has the ability to accelerate the convergence of these domains concurrently, while a newer principal needs more time and tends to work from culture to systems to learning. Simply stated, culture sets the foundation, systems support the culture, and learning shows the belief. Masterful leadership is accelerating this convergence to impact student and adult learning as early as possible in the leader's tenure. By setting culture, developing systems, and fostering the learning of all those they serve, school leaders create, nurture, and sustain learning organizations.

For some leadership positions in the school, only parts of the ***Paradigm*** may apply to the primary responsibilities of the school leader. For instance, it is not unusual for some assistant principals' job responsibilities to be very specific, such as athletic director, discipline, etc. In these situations, the PoPs they identify should be directly aligned to their job duties.

Goal-Setting Meeting

The goal-setting meeting should be scheduled on or before October 1. This is an opportunity for the supervisor to review the evaluation process, clarify district expectations and areas of authority, and review role expectations. A Supervisor Sample Script for goal-setting meeting is available to assist the supervisor in the facilitation of this meeting.

During the meeting, the school leader and supervisor should review the ***School Data Worksheets***, and the ***School Leader Domain/Dimensions Self-Assessment***, identify 2-3 PoPs to focus on for cycle of inquiry plans and create strategic/SMART (specific, measurable, attainable, results-oriented or relevant, and time-bound) goals for each cycle. It is important to note that districts may require specific leadership initiatives be incorporated into the evaluation process. Together, the supervisor and school leader must decide how to do this – incorporate into an existing goal/inquiry plan or create a new goal/inquiry plan.

As previously mentioned, it is also important to consider the school leader's professional background and length of time in a building when identifying PoPs. For example, a leader new to a building may need to focus on the Culture Domain. Whereas a new principal may have been an assistant principal in a building for several years and is strong in the Culture Domain. He/she may center his/her work on the Systems and Learning Domains.

Because the summative performance evaluation rating includes both a professional practice and a student growth rating, it is imperative that the school leader's cycle of inquiry plans include **at least one professional practice goal and one student growth goal**. The two plans do not work in opposition, but together to improve the school — a learning leader leading a learning organization.

The job responsibilities of the school leader may also influence the development of professional goals. For example, the student growth goal(s) for the school principal may be very assessment specific. For an assistant principal, the student growth components may [and should] be aligned to the assistant principal's specific duties (23 Il. Admin. Code 50.310). This could include such measurements as improvements in attendance or a decrease in disciplinary referrals or other areas not directly related to specific aspects of

student academic growth.

It is important to note that this process of identifying goals may vary based on the experience of the school leader. For example, with a school leader new to the profession, it would not be unusual for the district supervisor to take a more direct lead in development of the goals. A stronger, more experienced leader may be allowed more autonomy in the development of his/her goals.

After identifying goals, the school leader develops a ***Cycle of Inquiry Plan*** for each goal using the ***Cycle of Inquiry Plan Templates***. Two templates are provided — one for goals focused on professional practice and one for goals focused on student growth. School leaders are asked to identify the specific ***Paradigm*** domain(s), dimension(s), and essential behavior(s) and reflect on how their strategic goals are related.

Learning leaders should also take time to consider the specific intelligences, competencies, and attributes that their goals will address. As they do the work of moving their learning organizations forward, they simultaneously must be improving their own leadership dispositions. Being totally self-aware and constantly reflective of the leadership intelligences (becoming) increases school leaders' effectiveness at leading culture, systems, and learning (doing). Although school leaders are not evaluated on the intelligences, incorporating these areas into their inquiry cycles can enhance goal attainment.

In addition to identifying the specific domain/dimensions/essential behaviors and intelligences/competencies/attributes from the ***School Leader Paradigm***, school leaders are asked:

- What are my desired outcomes?
- What strategies will I employ to reach my outcomes?
- How will I reach my goal (timeline, communication plan, potential hurdles, milestones, celebrations)?
- What resources do I need (e.g., people, financial, other)?
- What type of support do I need from the district?
- How will I measure my progress (qualitative, quantitative)?
- How will I reach my goal (timeline, communication plan, potential hurdles, milestones, etc.)?

In order to develop plans, school leaders must take time to review and collect data to help them distinguish the most effective strategies for meeting their goals. A review of the current research on particular PoPs and utilizing professional organizations and online networks such as the Illinois Principals Association (Ed Leaders Network) assist leaders with identification of possible approaches to consider.

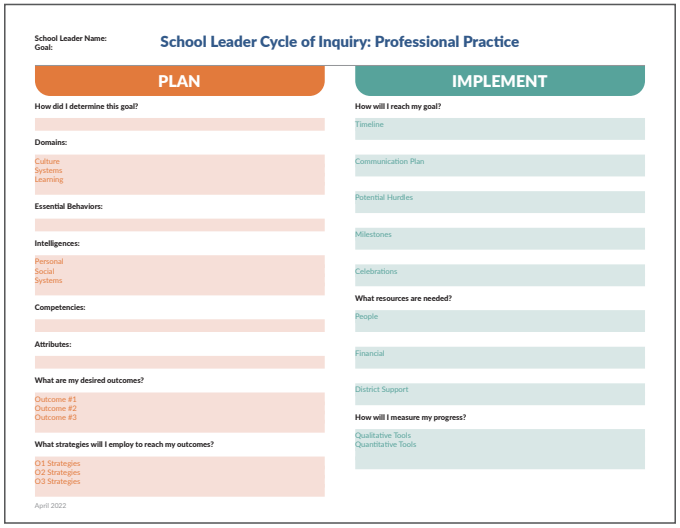
Once possible strategies are identified, leaders must also consider the feasibility of the strategy. One must think about the resources needed, the capacity of the leader, staff, or school to implement the plan, etc. For example, the school leader is concerned about the faculty's lack of knowledge about how to use data to improve learning (Systems Domain/Data Literacy). They would like to hire an outside expert to provide professional development in this area. Unfortunately, the district lacks the resources to do so. In this scenario, the leader needs to consider other ways to accomplish their goal. Other options might include utilizing expertise among the faculty or within the district or region to provide professional development; utilizing online learning tools and networks; conducting a book study; etc. For example, the Illinois Principals Association's Ed Leaders Network has a plethora of videos to support such needs.

In addition to beginning development of the school leader's cycle of inquiry plans, the goal-setting meeting is also a time to establish dates and times for regular meetings between the district supervisor and school leader including the midyear check-in meeting. At a minimum, the district supervisor and school leader should meet monthly. This is also a great opportunity to review communication logistics.

During the goal-setting meeting, it is important to determine what types of evidence will be collected as part of the inquiry cycle and evaluation processes. Completed cycle of inquiry plans, formal and informal observation forms and feedback, survey data, student growth data, etc. are all examples of evidence the school leader and supervisor might agree to collect to demonstrate leadership growth.

Another goal of the meeting is to identify opportunities for formal and informal observations by the district supervisor. If possible, formal observation dates and times should be established, and method(s) for collecting informal observation data should be determined. For example, many of these data could be placed in a shared electronic file.

As a follow-up, within two weeks of the goal-setting meeting,

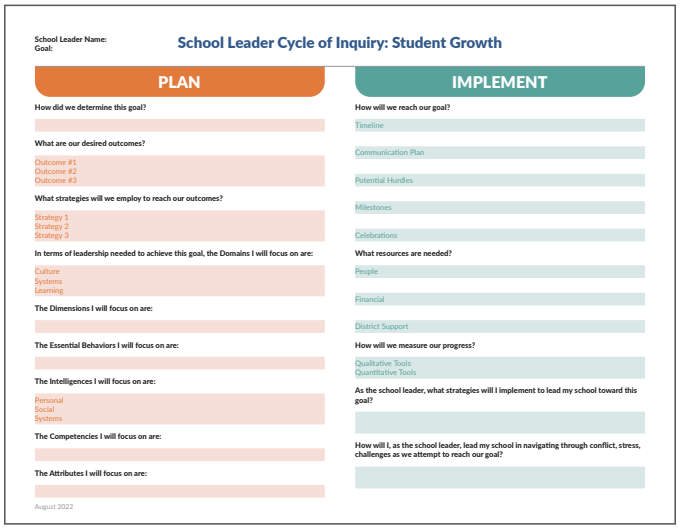


School Leader Name:
Goal:

School Leader Cycle of Inquiry: Professional Practice

PLAN	IMPLEMENT
How did I determine this goal?	How will I reach my goal?
Domains: Culture, Systems, Learning	Timeline
Essential Behaviors:	Communication Plan
Intelligences: Personal, Social, Systems	Potential Hurdles
Competencies:	Milestones
Attributes:	Celebrations
What are my desired outcomes? Outcome #1, Outcome #2, Outcome #3	What resources are needed? People, Financial, District Support
What strategies will I employ to reach my outcomes? O1 Strategies, O2 Strategies, O3 Strategies	How will I measure my progress? Qualitative Tools, Quantitative Tools

April 2022



School Leader Name:
Goal:

School Leader Cycle of Inquiry: Student Growth

PLAN	IMPLEMENT
How did we determine this goal?	How will we reach our goal?
What are our desired outcomes? Outcome #1, Outcome #2, Outcome #3	Timeline
What strategies will we employ to reach our outcomes? Strategy 1, Strategy 2, Strategy 3	Communication Plan
In terms of leadership needed to achieve this goal, the Domains I will focus on are: Culture, Systems, Learning	Potential Hurdles
The Dimensions I will focus on are:	Milestones
The Essential Behaviors I will focus on are:	Celebrations
The Intelligences I will focus on are: Personal, Social, Systems	What resources are needed? People, Financial, District Support
The Competencies I will focus on are:	How will we measure our progress? Qualitative Tools, Quantitative Tools
The Attributes I will focus on are:	As the school leader, what strategies will I implement to lead my school toward this goal?
	How will I, as the school leader, lead my school in navigating through conflict, stress, challenges as we attempt to reach our goal?

August 2022

Cycle of Inquiry Plan Templates

the school leader and district supervisor review the final cycle of inquiry plan(s) and discuss needed supports. A script to assist the supervisor in the facilitation of an optional meeting is available.

IMPLEMENT

Throughout the Evaluation Cycle

With comprehensive plans in place, school leaders must get to work implementing the initiatives with the support of their district supervisors. It is important for school leaders to be cognizant of their leadership behaviors during the implementation phase of the inquiry cycle. Supervisors can encourage this by challenging school leaders with a series of reflective questions:

Implementation Questions

- How will you be a reflective Learning Leader through this cycle of inquiry?
- What Leadership Intelligences will impact your ability to lead this work?
- What contexts should you be aware of and consider (from individual to political)?
- How will your leadership intelligences impact your overall contextual effectiveness in this cycle of inquiry?
- How will you make your own learning visible in this process?
- What leadership moves will you make to build and maintain your school's culture?
- What current systems will help or hinder your cycle of inquiry?
- How will you push on the learning of all stakeholders and the organization throughout the process?

Special care must be given to monitoring the pace of implementing growth initiatives to ensure long-term sustainability through regular meetings with the school leader. Discussions of progress on inquiry plans occur during the meetings with the school leader and as needed. By assessing and reflecting on collected evidence, the school leader and district supervisor determine the next steps, which may include continuing the plan(s), modifying the plan(s), or developing and implementing new goals and plans — a continuous cycle of improvement. This is where cycle of inquiry plans can become messy. It is not unusual for plans to change during implementation. If the data is showing something is not working, school leaders may need to alter their plans, which might send them back to the planning phase.

ASSESS

Supervisor/School Leader Meetings

Frequent meetings between the district supervisor and the school leader are critical to the professional growth of the learning leader. At a minimum, we suggest these should be monthly. The goals of these discussions are to:

- Further develop the supervisor/school leader professional relationship.
- Create a greater understanding of the school context.
- Address issues the school leader and/or the supervisor may have.
- Assess progress and reflect on the school leader's cycle of inquiry plans and school improvement plan (if applicable).
- Identify additional professional development supports a school leader may need.

Sample scripts and facilitation tools for these meetings are available.

In addition to reviewing the progress on professional growth initiatives, supervisors should challenge school leaders to reflect on the following questions.

Reflection Questions

- What are you learning about yourself throughout this process?
- What lessons are your team members learning throughout this ongoing process?
- What is your leadership strength area — Culture, Systems, and/or Learning?
- How are you leaning on the strengths of others to move your school forward?
- What attributes can you identify as areas where you need to continue to focus as the lead reflective Learning Leader?
- How are you navigating conflict, stress, challenges as you push forward?
- How is your team navigating conflict, stress, challenges as you collectively push forward?
- Can you describe a situation(s) where you were cognizant of your own Becoming while Doing?
- How does the collective impact of your work connect to reaching your five-year building goals?

It is not unusual for plans to change or be modified based on the collected evidence. If a supervisor is not seeing progress, he/she needs to address the issue immediately. Lack of progress on plan goals may indicate the need for alterations to the plans or additional professional development. Completion of plans lead to new plans — a continuous cycle of improvement.

Performance Feedback

Performance feedback is essential to the growth of school leaders. Formal and informal observations, known as **practice evidence**, are part of the overall performance evaluation of the school leader. Supervisors are required to conduct a minimum of 2 formal observations at the school in which the principal or assistant principal is employed during his or her workday. The formal observation must be scheduled in advance and include at least one objective for the observation (e.g., reviewing classrooms, observing leadership team meetings). Feedback from the formal observations must be provided in writing (electronic or paper) to the principal or assistant principal no later than **10 principal workdays** after the day on which the observation occurred.

There is no limit on the number of informal observations that a qualified evaluator may conduct, provided that he or she deems the informal evaluations necessary to fully assess the performance of the principal or assistant principal being evaluated. Evidence gathered during informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.

The following table provides examples of formal and informal observations. Sample formal and informal observation forms for supervisors are available.

School-level results, such as student achievement data, student behavior data (attendance, discipline, etc.), or improvements in school climate are known as **results evidence** and are used to assess the degree to which school leaders' work is linked with the school's performance. Both performance evidence and school-level results provide opportunities for the supervisor to engage the school leader in conversations about his/her practice, provide feedback, and determine next steps which may include mentoring, coaching, and/or professional development.

In some instances, a supervisor may need to take direct steps to correct a school leader's behavior or action. For example, when observing a faculty meeting, the supervisor notices that the time is not being utilized effectively. The school leader is reading announcements that could be included in weekly staff communications, and little time is allocated for addressing the collective work that needs to be accomplished as part of the school improvement plan. Faculty members are not engaged, and many are missing. In this scenario, the supervisor may decide to take immediate action, which may include having the school leader develop another plan to address this issue or change a current plan.

Types of Observations	Examples
Formal Observations **District supervisor is observing while the school leader is leading.**	• Faculty/Staff meetings • Teacher post-observation conference • Interview for an open position • Community meeting led by school leader • Classroom walkthroughs • Student discipline conference • School event led or supervised by school leader • School board presentation
Informal Observations **District supervisor assesses the leader's effectiveness through the actions and words of others and through artifacts.**	• Agendas and meeting notes from grade level/PLC/ department meetings • Instructional rounds signups (pineapple chart) • Schedules for school events • Event programs • Principal communications (emails, newsletters, daily messages, tweets, etc.) • Stakeholder feedback on a perception survey • Student achievement data • Discipline, attendance, and other student behavior data

Communication

Ongoing, effective communication between the supervisor and school leader is a critical component of the ***School Leader Evaluation Plan***. It begins with the supervisor being very clear about job expectations, how the school leader will be appraised, and how they will be supported. It continues throughout the year with open and honest dialogue between the supervisor and school leader.

Even though it is difficult, supervisors must be prepared to have the hard conversations with leaders when progress is not being made. In *Dare to Lead*, Brené Brown refers to a quote she first heard at an Alcoholics Anonymous meeting — "Clear is kind." After studying effective leadership for seven years, she expanded it to include "Unclear is unkind." She explains that most people avoid the tough conversations we need to have as leaders because we tell ourselves we are being kind. In reality though, we are being unkind and unfair. Brown says not being clear, because it feels too hard yet holding individuals accountable or blaming them for not delivering, is unkind.[25] Be clear!

The intentional use of evidence as part of the assess and reflect components of the evaluation cycle of inquiry process allows supervisors to have these tough conversations — "Data don't lie!" On the other hand, it doesn't always provide the whole picture. Supervisors must go beyond the data to expose what they don't see. For example, a supervisor may have a school leader showing little progress on their goals. Utilizing formal and informal observation data and reflection questions with the leader, the supervisor can begin to identify and start to address barriers to the leader's progress.

It is also important for supervisors to record what was said and done throughout the evaluation process – "If it's not documented, it never happened!" The use of ***School Leader Evaluation Plan*** tools such as the Cycle of Inquiry Templates, formal and informal observation forms, etc., provide ways to record leaders' performance, whether it be positive or negative. Sharing a written summary of meetings with school leaders highlighting specific next steps or directives discussed clarifies expectations. Documentation also shows the steps the supervisor has taken to help the school leader be successful.

And school leaders play an equal role in developing a strong, trusting relationship with their supervisors. They must be open, honest, and clear with their supervisors about what is happening in terms of their own professional growth and their schools. Individuals may shy away from asking their supervisor

for help, because they feel they may be viewed as not qualified or not capable for the job of school leader. Successful leaders realize they cannot know everything and asking for assistance is a sign of strength and confidence, not weakness. Furthermore, they surround themselves with individuals they can reach out to for help when needed. The school leader's supervisor should be one of those persons.

Supervisor Reflection

Supervisors may wish to conduct their own cycle of inquiry plans alongside their school leaders. When the supervisor models the process, it improves understanding of the cycle of inquiry for both the supervisor and school leader.

It is also important for school district supervisors, as part of their professional growth process, to reflect on their own work. The following questions can assist in helping improve one's practice as a supervisor.

Reflective Questions for the Supervisor

- What are you learning about yourself throughout this process?
- What are you learning about your supervisee and his/her school?
- How are you navigating conflict, stress, and challenges during the process?
- What are your strengths as a district supervisor coaching school leaders?
- What has been most challenging?
- How do you improve your coaching skills?

Do not hesitate to ask your school leader for feedback. When the supervisor models assessing and reflecting, it reinforces the process school leaders should be engaged in with their staff and helps improve their own practice.

Peer Professional Learning Groups & Mentoring

We urge district supervisors to consider the value of peer professional learning groups to support school leaders throughout the inquiry process. Such groups provide an opportunity for school leaders to share their work, get feedback on their professional growth and school improvement plans, and learn from others. In a profession that is often described as lonely, professional learning communities offer a much-needed avenue for school leaders to assess and reflect on their professional growth. In larger school districts, similar building-level leaders could be grouped together. In smaller districts, leaders from each level could form a group or consider working with other districts within their region or conference to organize these support groups. The Illinois Principals Association can supply assistance. A sample template and script for supervisors leading peer professional learning group meetings are available.

New principals, assistant and associate principals, and administrators face new tasks, responsibilities, and decisions on a regular basis and need an "expert" to not only coach but to mentor and provide instructional mentoring. Professional organizations such as the Illinois Principals Association offer principals and assistant principals the support and resources they need to help them thrive in their new positions, so they can advance learning, innovation, and global citizenry in their schools through effective educational leadership. The key to supporting leaders is helping them to reflect on practice, analyze strengths and areas for improvement, and collaborate to develop specific strategies to reach higher levels of performance. A trained and experienced mentor can provide strategic probing and reflection, feedback and guided planning, and the support and motivation to sustain the administrator in ongoing leadership development. Mentoring is another way to provide ongoing support throughout the evaluation cycle and enhance the growth of the school leader.

Midyear Check-in Meeting

The goal of the midyear check-in meeting is for the school leader and evaluator to engage in a professional dialogue focused on examining progress and reviewing results for the first half of the year. The midyear meeting provides an opportunity for identifying the status of both the school improvement plan (if applicable) and the school leader's cycle of inquiry plans and determining whether adjustments in actions need to occur to accomplish the goals. As a result of this meeting, the supervisor and school leader should have a clear understanding of the leader's current level of practice, the performance trajectory, and actionable next steps to leverage leadership practices. **A sample supervisor meeting script is available**.

In preparation for the midyear meeting, the school leader should update and share the ***Cycle of Inquiry templates*** with his/her district supervisor. This form provides information about the current status of the leader's cycle of inquiry plans.

During the meeting, the evaluator and school leader review collected artifacts and evidence from the first half of the year for the cycle of inquiry plans and school improvement plan (if applicable). The artifacts and evidence inform the current status of goals, and adjustments to inquiry plans and, if applicable, the school improvement plan are made as needed.

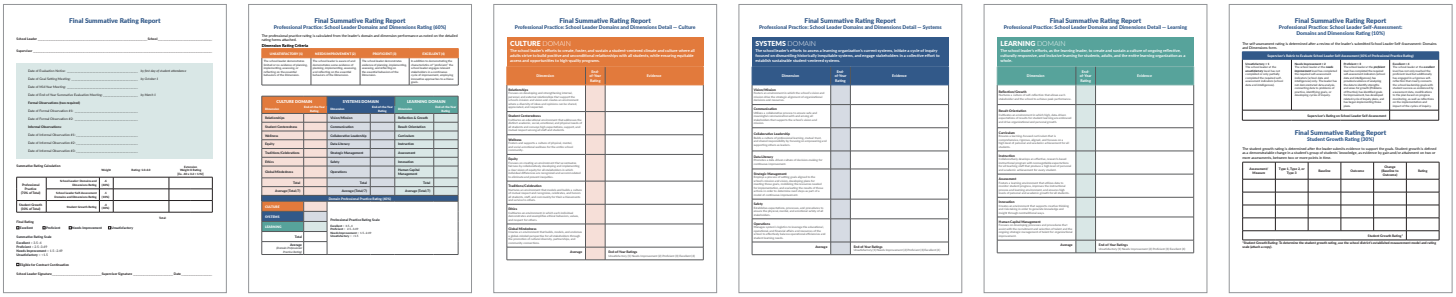
In addition, the district supervisor and school leader will review upcoming dates and times for regular meetings between the district supervisor and school leader, including the end-of-year meeting (before March 1). Supervisors also share the end-of-the-year goal-setting meeting requirements. Opportunities for additional formal and informal observations by the district supervisor should also be established.

REFLECT

Before the End-of-Year Meeting

In preparation for the end-of-year meeting, the school leader updates the School Leader Intelligences Self-Assessment, the School Leader Domains and Dimensions Self-Assessment, the School Data Worksheets, and the Cycles of Inquiry. The leader reflects personally on growth via the Intelligences Self-Assessment and forwards the other documents to the supervisor on or before February 1.

The supervisor reviews the leader's submitted documentation and other evidence of growth (e.g., formal, informal observations, etc.) and completes the School Leader Evaluation Plan Final Summative Rating prior to the end-of-year meeting (helf on or before March 1).



Summative Performance Evaluation Rating Worksheets

End-of-Year Meeting

During the end-of-year meeting (on or before March 1), the supervisor reviews the School Leader Evaluation Plan: Final Summative Rating and the supporting worksheets with the leader. This information is further used to project and establish draft performance goals and performance refinements for the next school year as a cycle of continuous improvement. These goals (at least one professional practice and one student growth) will serve as the basis for the Cycle of Inquiry documents for the next year.

After the end-of-year meeting, it is the supervisor's responsibility to complete all district and state recording and reporting requirements.

Conclusion

The School Leader Evaluation Plan's model, centered around professional growth and collaboration between the district supervisor and the school leader, can be an effective lever for improving and supporting school leader talent. The research-based leadership framework, the *School Leader Paradigm*, provides leaders with a clear understanding of the essential behaviors and attributes needed in order to improve schools. The plan provides a mechanism through the evaluation process to help school leaders grow, so they are better able to serve their teachers, students, and communities. It incorporates a formative approach with leaders and supervisors constantly assessing and reflecting on the leaders' work being completed through the cycle of inquiry process, with districts providing the support school leaders need to grow.

Endnotes

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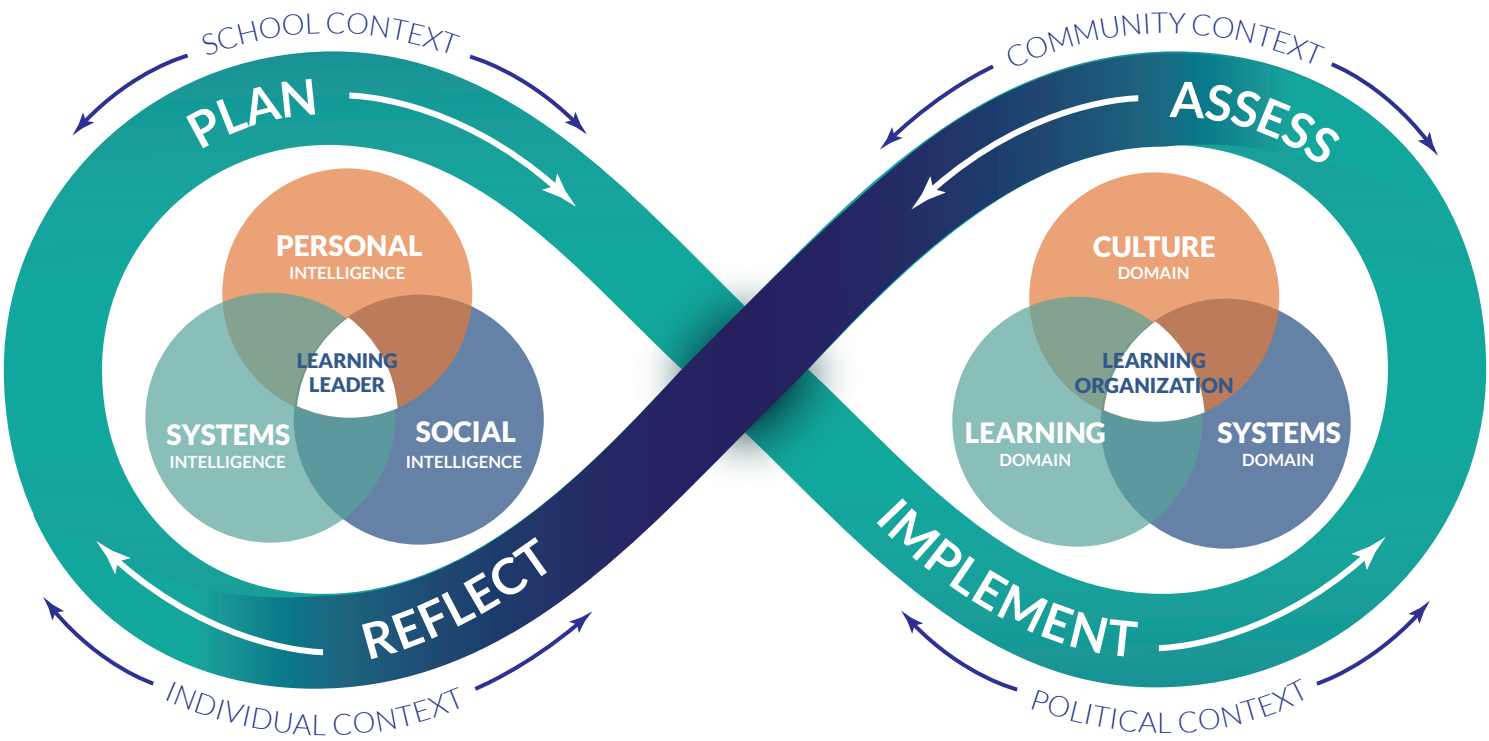
PART 5

Part 5 introduces the *School Leader Paradigm* which serves as the framework for the new evaluation plan. It details the personal intelligences a learning leader must possess (the *Becoming* side) and identifies the skills within three domains (Culture, Systems and Learning) and twenty-one dimensions (the *Doing* side) the leader must develop to lead an effective learning organization.

The specific dimensions of each of the three domains are examined in detail, with an overview of the essential behaviors effective leaders develop in each area. The related intelligence competencies are also listed to demonstrate the critical interplay between them and the dimension listed.

NOTES

SCHOOL LEADER PARADIGM™ *Becoming While Doing*



PERSONAL INTELLIGENCE	SOCIAL INTELLIGENCE	SYSTEMS INTELLIGENCE	CULTURE DOMAIN	SYSTEMS DOMAIN	LEARNING DOMAIN
Wellness Ethical Fit/Healthy Optimistic Self-Aware	**Service** Empathetic Trustworthy Generous Protective	**Mission/Vision Strategic Planning** Analytic Strategic Articulate Visionary	**Relationships**	**Vision/Mission**	**Reflection and Growth**
Growth Mindset Humble Reflective Intentional Accountable	**Community Building** Relational Collaborative Connective Conciliatory	**Operations and Management** Responsible Transformative Responsive Methodical	**Student Centeredness**	**Communication**	**Result-Orientation**
Self-Management Organized Balanced Way of Being Self-Confident	**Capacity Building** Empowering Guiding Resourceful Facilitative	**Teaching and Learning** Diagnostic Knowledgeable Pedagogic Evaluative	**Wellness**	**Collaborative Leadership**	**Curriculum**
Innovation Creative Adaptive Resilient Courageous	**Influence** Attentive Communicative Motivational Catalytic	**Cultural Responsiveness** Visible Affiliative Advocative Global	**Equity**	**Data Literacy**	**Instruction**
			Traditions/Celebrations	**Strategic Management**	**Assessment**
			Ethics	**Safety**	**Innovation**
			Global Mindedness	**Operations**	**Human Capital Management**

"Becoming" Guiding Questions:

1. What does it mean to be a Learning Leader?
2. What are your Leadership Intelligences? How do these intelligences impact your ability to lead?
3. How aware are you of the contexts in which you lead? How does your leadership intelligence impact your contextual effectiveness?
4. How effective are you in leading constant Cycles of Inquiry? What attributes make you more or less effective?

"Doing" Guiding Questions:

1. How are you leading the learning of your learning organization?
2. What are you doing to create culture with your students, staff, and school community? What attributes increase your effectiveness at leading culture?
3. What systems are supporting and/or eroding your culture and what are you doing to be a systems leader? What attributes make you an effective systems leader?
4. How are you pushing on leading learning for all stakeholders? What attributes make you an effective "Lead Learner"?

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RELATIONSHIPS DIMENSION

The school leader focuses on developing and strengthening internal, personal, and external relationships that support the school's mission and vision and creates an environment where a diversity of ideas and opinions can be shared, appreciated, and respected.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Building Internal Relationships

- Institutes structures and strategies for building rapport and establishing high expectations for behavior and learning with students.
- Institutes structures and strategies for being visible, accessible, and approachable to ensure positive and professional interactions with staff.
- Creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected.

Building Personal Relationships

- Implements protocols and practices that ensure the learning leader is approachable, accessible, and welcoming to all stakeholders.
- Demonstrates social awareness when building relationships through interpersonal activities that connect and build rapport with all stakeholders.
- Demonstrates self-awareness and personal management when making connections and building rapport with all stakeholders.

Building External Relationships

- Institutes structures and strategies that initiate connection, relationships, and partnerships with external stakeholders.
- Utilizes procedures and implements practices that ensure positive relationships.
- Ensures procedures and practices are being intentionally implemented in order to develop and strengthen positive relationships with learning partners.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Relationships*** Dimension.

PERSONAL	
Wellness	Ethical Fit/Healthy Optimistic Self-Aware
Growth Mindset	Humble Reflective Intentional Accountable
Self-Management	Organized Balanced Way of Being Self-confident
Innovation	Creative Adaptive Resilient Courageous
SOCIAL	
Service	Empathetic Trustworthy Generous Protective
Community Building	Relational Collaborative Connective Conciliatory
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate Visionary
Operations & Management	Responsible Transformative Responsive Methodical
Teaching & Learning	Diagnostic Pedagogically Supportive Knowledgeable Evaluative
Cultural Responsiveness	Visible Affiliative Advocative Global

STUDENT CENTEREDNESS DIMENSION

The school leader cultivates an educational environment that addresses the distinct academic, social, emotional, and physical needs of all students and conveys high expectations, support, and mutual respect among all staff and students.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Exemplifying Student Centeredness

- Demonstrates best practices, behaviors, and abilities to guide and implement effective student centeredness approaches and policies.
- Engages in self-assessment to identify personal leadership strengths and growth areas essential to facilitate, support, and sustain student centeredness.
- Exemplifies and supports self-reflection, self-assessment, and professional growth among stakeholders to improve student centeredness behaviors and best practices.

Embedding a Culture of Student Centeredness

- Ensures targeted support for each student academically, socially, emotionally, and physically.
- Commits and ensures that all staff members understand their responsibilities and are entrusted in meeting each student's needs.
- Celebrates and recognizes students' achievements and emphasizes positive behavior.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Student Centeredness*** Dimension.

PERSONAL	
Wellness	Ethical Fit/Healthy Optimistic Self-Aware
Growth Mindset	Reflective
Self-Management	Organized Way of Being Self-confident
Innovation	Resilient Courageous
SOCIAL	
Service	Empathetic Trustworthy Generous Protective
Community Building	Relational Connective
Capacity Building	Empowering Guiding
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic
Operations & Management	Responsible Transformative
Teaching & Learning	Diagnostic Pedagogically Supportive Knowledgeable Evaluative
Cultural Responsiveness	Visible Advocative

WELLNESS DIMENSION

The school leader fosters and supports a culture of physical, mental, and social-emotional wellness for the entire school community.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Advocating Personal Wellness

- Utilizes fitness concepts, principles, and strategies to maintain personal physical wellness.
- Utilizes emotional wellness concepts, principles, and strategies to maintain personal mental wellness.
- Implements a dynamic process of change and growth that leads to a balanced state of physical, mental, and social well-being.
- Institutes practices for self-assessment and data collection concerning personal wellness behaviors.

Nurturing a Culture of Wellness

- Creates a collaborative framework to support a culture of wellness.
- Fosters a culture of wellness through school vision, mission, and values conversations and activities.
- Promotes a culture that supports social, emotional, and physical wellness for all stakeholders.

Implementing Social-Emotional Wellness

- Cultivates a commitment and facilitates support for social and emotional wellness.
- Institutes systems for student, staff, and community self-assessment and evaluation of wellness.
- Establishes classroom, school-wide, and community social and emotional programs.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Wellness*** Dimension.

PERSONAL	
Wellness	Ethical Fit/Healthy Optimistic Self-Aware
Growth Mindset	Reflective
Self-Management	Organized Balanced Way of Being Self-confident
Innovation	Courageous
SOCIAL	
Service	Protective
Community Building	Relational
Capacity Building	Empowering
Influence	Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic
Operations & Management	Transformative
Teaching & Learning	Pedagogically Supportive
Cultural Responsiveness	Advocative

EQUITY DIMENSION

The school leader focuses on creating an environment that accentuates fairness by collaboratively developing and implementing a clear vision of equity for all stakeholders in which individual differences are recognized and accommodated to eliminate and prevent inequities.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Exemplifying Equitable Behavior

- Engages in self-development and professional networking that improve equity behaviors and beliefs.
- Conducts a critical analysis of personal beliefs and professional behaviors that raise equity self-awareness.
- Analyzes and evaluates effectiveness of communication protocols and tools in addressing all stakeholder groups in an equitable manner.

Constructing and Growing Equity

- Implements a process for collaboratively developing a clear vision of equity for all stakeholders.
- Leads all stakeholders in identifying and implementing strategies that promote equity, including culturally responsive teaching and learning.
- Diagnoses practices and structures of inequities.

Leading an Equitable Learning Culture

- Cultivates the importance of equity to support strong positive learning opportunities.
- Creates a system that ensures each student is known and valued.
- Motivates, supports, and assists staff members, students, and parents to recognize and resolve issues of inequities.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Equity*** Dimension.

PERSONAL	
Wellness	Ethical
Growth Mindset	Reflective Intentional Accountable
Self-Management	Self-confident
Innovation	Adaptive Resilient Courageous
SOCIAL	
Service	Empathetic Protective
Community Building	Relational Collaborative Connective Conciliatory
Capacity Building	Empowering
Influence	Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic
Operations & Management	Transformative
Teaching & Learning	Diagnostic Pedagogically Supportive Knowledgeable Evaluative
Cultural Responsiveness	Affiliative Advocative Global

TRADITIONS/CELEBRATIONS DIMENSION

The school leader nurtures an environment that models and builds a culture of mutual respect and recognizes, celebrates, and honors all students, staff, and community for their achievements and service to others.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Leading and Promoting Mutual Respect

- Models and builds a culture of mutual respect.
- Facilitates a collaborative process with stakeholders that promotes and values individual differences.

Valuing and Celebrating Traditions/Culture

- Collaborates with stakeholders to ensure inclusive, meaningful recognition and celebration of student achievement.
- Collaborates with stakeholders to ensure inclusive, meaningful recognition and celebration of staff achievement.
- Collaborates to ensure meaningful community involvement in the recognition, honoring, and celebrating of student and staff achievements.

Driving a Culture of Service

- Builds and promotes a culture of service to others.
- Supports increased engagement for all stakeholders in service experiences.
- Provides processes and policies that ensure quality of service projects.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Traditions/Celebrations*** Dimension.

PERSONAL	
Wellness	Ethical Optimistic
Growth Mindset	Humble Reflective Intentional
Self-Management	Self-confident
Innovation	Creative Adaptive Resilient Courageous
SOCIAL	
Service	Protective
Community Building	Relational Connective Conciliatory
Capacity Building	Empowering Guiding
Influence	Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Visionary
Operations & Management	Transformative
Teaching & Learning	Pedagogically Supportive
Cultural Responsiveness	Advocative

ETHICS DIMENSION

The school leader cultivates an environment in which each individual demonstrates and exemplifies ethical behaviors, values, and respect for others.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Exemplifying Ethical Behaviors and Values

- Demonstrates ethical behavior and leads by example.
- Exemplifies respect for all stakeholders.
- Utilizes professional and ethical communication.

Embedding an Ethical Work Culture

- Establishes norms and expectations for ethical behavior.
- Establishes routines and processes for the ethical and responsible use of data, materials, research, and assessment.
- Ensures ethical treatment for all stakeholders.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Ethics*** Dimension.

PERSONAL	
Wellness	Ethical Self-aware
Growth Mindset	Reflective Intentional Accountable
Self-Management	Way of Being Self-confident
Innovation	Resilient Courageous
SOCIAL	
Service	Trustworthy Protective
Community Building	Relational
Capacity Building	Empowering Guiding
Influence	Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic
Operations & Management	Responsible Transformative
Teaching & Learning	Pedagogically Supportive
Cultural Responsiveness	Advocative

GLOBAL MINDEDNESS DIMENSION

The school leader creates an environment that builds, models, and endorses a global minded perspective for all stakeholders through the promotion of cultural diversity, partnerships, and community connections.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Exemplifying a Global Minded Culture

- Models practices and attitudes that support global mindedness.
- Builds and promotes a global minded awareness for students and staff.
- Promotes culture diversity.

Embedding a Global Minded Culture

- Supports a global perspective in learning.
- Pursues partnerships and community connections that promote a global minded perspective.
- Analyzes current stakeholder attitudes, knowledge, and awareness of global perspectives among stakeholders.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Global Mindedness*** Dimension.

PERSONAL	
Wellness	Ethical
Growth Mindset	Reflective Intentional Accountable
Self-Management	Self-confident
Innovation	Adaptive Courageous
SOCIAL	
Service	Protective
Community Building	Relational Collaborative Connective Conciliatory
Capacity Building	Empowering
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Visionary
Operations & Management	Transformative
Teaching & Learning	Pedagogically Supportive Knowledgeable Evaluative
Cultural Responsiveness	Visible Affiliative Advocative Global

VISION/MISSION DIMENSION

The school leader fosters an environment in which the school's vision and mission drive the strategic alignment of organizational decisions and resources.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Leading Vision and Mission

- Utilizes inquiry and research to evaluate and develop vision and mission for peak performance in a school.
- Facilitates a collaborative process with stakeholders to define and articulate vision and mission.

Driving Vision and Mission

- Establishes and supports a culture of ownership and responsibility that will grow and sustain the vision and mission.
- Reinforces and anchors the school vision and mission in ongoing processes and practices related to decision making.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Vision/Mission*** Dimension.

PERSONAL	
Wellness	Ethical Fit/Healthy Optimistic Self-Aware
Growth Mindset	Humble Reflective Intentional Accountable
Self-Management	Organized Balanced Way of Being Self-confident
Innovation	Creative Adaptive Resilient Courageous
SOCIAL	
Service	Empathetic Trustworthy Generous Protective
Community Building	Relational Collaborative Connective Conciliatory
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate Visionary
Operations & Management	Responsible Transformative Responsive Methodical
Teaching & Learning	Diagnostic Pedagogically Supportive Knowledgeable Evaluative
Cultural Responsiveness	Visible Affiliative Advocative Global

COMMUNICATION DIMENSION

The school leader utilizes a collaborative process to ensure safe and meaningful communication with and among all stakeholders that supports the school's vision and mission.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Communication Standards

- Collaborates to develop and implement communication norms and skills that promote effective communication with and among all stakeholders.
- Engages all stakeholders in meaningful communication that advocates for needs and shares accomplishments in order to move the organization forward in improvement efforts.
- Facilitates and supports stakeholders by providing evidence-based and systematic protocols for difficult conversations.
- Provides evidence of understanding that communication is both verbal and non-verbal and demonstrates approachability to students, staff, and other stakeholders.

Communication Structures

- Deploys a variety of communication mechanisms to strategically engage different stakeholder groups.
- Ensures the safety and proficiency in the utilization of social media by stakeholders.
- Provides communication structures and protocols for teachers and students to safely and directly communicate with the community.
- Provides evidence that communications represent a collective, equitable voice of all stakeholders.

Communication Advocacy

- Creates a multi-platform strategy to celebrate successes and advocate school needs and improvement.
- Engages in the community and leverages civic partnerships to advocate on behalf of students and school.
- Provides systematic opportunities to invite stakeholders into schools to provide and promote mutually beneficial outcomes.
- Collaborates with local and national organizations to raise and promote public awareness of the school.

Personal Communication

- Engages in self-development for improvement of communication skills.
- Conducts self-evaluation of written, oral, and digital communication.
- Evaluates effectiveness of protocols and tools in addressing communication to all stakeholder groups.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Communications*** Dimension.

PERSONAL	
Wellness	Ethical Optimistic Self-Aware
Growth Mindset	Humble Reflective Intentional Accountable
Self-Management	Organized Way of Being Self-confident
Innovation	Creative Adaptive Resilient Courageous
SOCIAL	
Service	Empathetic Trustworthy Protective
Community Building	Relational Collaborative Connective Conciliatory
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate Visionary
Operations & Management	Responsible Transformative Responsive Methodical
Teaching & Learning	Pedagogically Supportive
Cultural Responsiveness	Visible Affiliative Advocative Global

COLLABORATIVE LEADERSHIP DIMENSION

The school leader builds a culture of professional learning, mutual trust, and shared responsibility by focusing on empowering and supporting others as leaders.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Exemplifying Collaborative Leadership

- Demonstrates collaborative leadership skills in interactions and decision-making with stakeholders in the educational environment.
- Models conflict resolution and problem-solving skills utilized to promote collaborative leadership.
- Demonstrates skills and implementation of strategies applied to empower others as leaders.
- Monitors and assesses personal growth in the scope of collaborative leadership skills.

Empowering a Collaborative Leadership Culture

- Provides support and resources for establishment and maintenance of a collaborative leadership culture focused on improvement.
- Facilitates and successfully deploys a dynamic process of change and growth that embeds a shared, collaborative leadership culture where all stakeholders commit to collaborative leadership practices.
- Monitors and assesses stakeholder growth in the scope of collaborative leadership skills.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Collaborative Leadership*** Dimension.

PERSONAL	
Wellness	Ethical Optimistic Self-Aware
Growth Mindset	Humble Reflective Intentional Accountable
Self-Management	Organized Balanced Way of Being Self-confident
Innovation	Creative Adaptive Resilient Courageous
SOCIAL	
Service	Empathetic Trustworthy Generous Protective
Community Building	Relational Collaborative Connective Conciliatory
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate Visionary
Operations & Management	Transformative Responsive
Teaching & Learning	Pedagogically Supportive Knowledgeable
Cultural Responsiveness	Visible Affiliative Advocative Global

DATA LITERACY DIMENSION

The school leader promotes a data-driven culture of decision-making for continuous improvement.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Fostering a Data Literacy Culture

- Creates and supports a culture of data use for continuous improvement.
- Builds a safe, trusting environment for stakeholder review, analysis, and use of data.
- Establishes a culture of tolerance for data-driven change.
- Supports a cultural shift from specialized to system-level thinking.

Leading Data Literacy

- Collaboratively develops a commitment to continuous improvement through data, both formal and informal at all organizational levels.
- Provides support and resources for all stakeholders to build necessary knowledge and skills for effective and meaningful data use.
- Possesses and demonstrates effective personal data analysis skills.
- Provides tools and protocols for the ongoing monitoring, analysis, and use of data for continuous organizational improvement.

Managing Data Literacy Systems

- Provides tools and processes for the ongoing monitoring, analysis, and ease of use of data for continuous organizational improvement.
- Ensures system capacity meets identified and future needs for effective flow and ease of user access to data.
- Facilitates needs assessment and analyzes data for current and future system and support requirements.
- Implements a consistent risk analysis process to identify, prioritize, and manage potential security threats to data systems.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Data Literacy*** Dimension.

PERSONAL	
Wellness	Ethical
Growth Mindset	Reflective Intentional Accountable
Self-Management	Organized Self-confident
Innovation	Courageous
SOCIAL	
Service	Protective
Community Building	Relational
Capacity Building	Empowering
Influence	Communicative Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate Visionary
Operations & Management	Responsible Transformative
Teaching & Learning	Diagnostic Pedagogically Supportive Knowledgeable Evaluative
Cultural Responsiveness	Advocative

STRATEGIC MANAGEMENT DIMENSION

The school leader employs a process of setting goals aligned to the school's mission and vision, developing plans for meeting those goals, mobilizing the resources needed for implementation, and evaluating the results of those actions in order to determine next steps as part of a model of continuous improvement.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Leading Strategic Management

- Demonstrates moral, ethical, and confident strategic leadership.
- Delegates and capitalizes on the leadership strengths of personnel.
- Ensures effective communication and implementation of strategic management processes and results.

Structuring Systems for Strategic Management

- Establishes and validates a collaborative strategic management approach and system process.
- Ensures and implements system components that support the strategic management approach.
- Ensures accountability to achieve strategic management alignment.
- Monitors current strategic management trends and issues in ever-evolving contexts.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Strategic Management*** Dimension.

PERSONAL	
Wellness	Ethical
Growth Mindset	Reflective Intentional Accountable
Self-Management	Organized Way of Being Self-confident
Innovation	Creative Adaptive Resilient Courageous
SOCIAL	
Service	Trustworthy Protective
Community Building	Relational Collaborative Connective Conciliatory
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate Visionary
Operations & Management	Responsible Transformative Responsive Methodical
Teaching & Learning	Diagnostic Pedagogically Supportive
Cultural Responsiveness	Visible Affiliative Advocative

SAFETY DIMENSION

The school leader establishes expectations, processes, and procedures to ensure the physical, mental, and emotional safety of all stakeholders.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Leading a Culture of Safety

- Fosters respectful, trusting, and caring relationships throughout the school community.
- Ensures all stakeholders a safe environment free of violence, bullying, and harassment.
- Provides supportive educational settings that address social, emotional, and behavioral needs.

Managing Crises and Emergency Planning

- Collaboratively develops and implements crisis management and emergency plans.
- Collaboratively develops and implements an emergency and crisis management communication plan.
- Ensures compliance with all state emergency preparedness laws.
- Provides access and training to stakeholders to develop proficiency in the use of emergency preparedness supplies and necessary equipment.

Assessing Threats

- Develops and implements policies and procedures to ensure effective and timely threat identification.
- Develops and implements a collaborative process to identify, train, and support internal and external safety/threat assessment teams.
- Develops a formalized system of assessing reported threats and support for students.
- Implements a comprehensive student threat/safety assessment system.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Safety*** Dimension.

PERSONAL	
Wellness	Ethical
Growth Mindset	Reflective Intentional Accountable
Self-Management	Organized Way of Being Self-confident
Innovation	Resilient Courageous
SOCIAL	
Service	Empathetic Trustworthy Generous Protective
Community Building	Relational
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Attentive Communicative Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate
Operations & Management	Responsible Transformative Responsive Methodical
Teaching & Learning	Pedagogically Supportive
Cultural Responsiveness	Visible Advocative

OPERATIONS DIMENSION

The school leader manages system's logistics to leverage the educational, operational, and financial affairs and resources of the school to effectively balance operational efficiencies and student learning needs.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Managing Systems Logistics

- Provides structures and processes that support and ensure the facilitation of efficient and effective oversight of the physical plant/building operations.
- Collaboratively establishes routines, procedures, and schedules for operational staff that aligns and leverages system processes to drive organizational excellence.
- Allocates and manages fiscal resources to support school and district goals and priorities.
- Allocates and manages non-fiscal resources to support school and district goals and priorities.
- Monitors and ensures compliance with operational requirements at the federal, state, and local level.

Allocating and Assigning Personnel

- Ensures appropriate assignment of personnel.
- Ensures effective allocation of personnel.
- Implements evaluation processes, procedures and systems that ensure accountability for teachers and staff members.
- Efficiently maintains personnel records and reports that comply with state rules and regulations and local policy.

Evaluating Operational Systems Effectiveness

- Assesses and monitors physical plant/building/school operations.
- Assesses and monitors non-fiscal resources.
- Assesses and audits fiscal resource allocation.
- Audits and evaluates compliance with federal, state, and local reporting systems.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Operations*** Dimension.

PERSONAL	
Wellness	Ethical
Growth Mindset	Reflective Intentional Accountable
Self-Management	Organized Way of Being Self-confident
Innovation	Creative Adaptive Resilient Courageous
SOCIAL	
Service	Protective
Community Building	Relational Collaborative Connective Conciliatory
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate Visionary
Operations & Management	Responsible Transformative Responsive Methodical
Teaching & Learning	Diagnostic Pedagogically Supportive Knowledgeable Evaluative
Cultural Responsiveness	Advocative

REFLECTION/GROWTH DIMENSION

The school leader nurtures a culture of self-reflection that allows each stakeholder and the school to achieve peak performance.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Creating a Culture of Self-Reflection

- Facilitates, supports, and sustains processes which increases stakeholders' capacity to self-reflect.
- Facilitates, supports, and sustains opportunities for stakeholders to recognize and reflect on strengths and areas of improvement vital for personal and professional growth.
- Creates and implements processes and structures to assess and evaluate self-reflection and growth of all stakeholders.

Growing Through Self-Reflection

- Demonstrates best practices, behaviors, and abilities to implement significant, meaningful self-reflection.
- Engages in formal self-reflection assessment to identify strengths and improvement areas which promote personal and professional growth.
- Exemplifies and provides for self-reflection and professional growth best practices for all stakeholders.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Reflection/Growth*** Dimension.

PERSONAL	
Wellness	Ethical Fit/Healthy Optimistic Self-Aware
Growth Mindset	Humble Reflective Intentional Accountable
Self-Management	Organized Balanced Way of Being Self-confident
Innovation	Creative Adaptive Resilient Courageous
SOCIAL	
Service	Empathetic Trustworthy Generous Protective
Community Building	Relational Collaborative Connective Conciliatory
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate Visionary
Operations & Management	Responsible Transformative Responsive Methodical
Teaching & Learning	Diagnostic Pedagogically Supportive Knowledgeable Evaluative
Cultural Responsiveness	Visible Affiliative Advocative Global

RESULT-ORIENTATION DIMENSION

The school leader cultivates an environment in which high, data-driven expectations of results for student learning are embraced and drive organizational and personal growth.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Creating a Results Orientated Learning Culture

- Builds trusting relationships to facilitate collaboration and success for students, staff, and parents.
- Collaboratively develops and communicates expectations and results of all stakeholders' learning and growth.
- Facilitates the collaborative setting and attainment of goals for personal and collective growth of both students and staff.
- Develops and implements practices or routines that spark motivation and empower teachers and students to be active participants in their learning and personal growth.

Implementing Data-Driven Decision Making

- Creates a culture of high expectations of results for student learning based on data-driven decisions.
- Provides, develops, and implements policy and processes for improving personal data analysis skills and those of all stakeholders.
- Provides tools and protocols for the ongoing monitoring, analysis, and use of data for continuous instructional improvement and student growth.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Result-Orientation*** Dimension.

PERSONAL	
Wellness	Ethical Optimistic
Growth Mindset	Reflective Intentional Accountable
Self-Management	Organized Way of Being Self-confident
Innovation	Creative Adaptive Resilient Courageous
SOCIAL	
Service	Trustworthy Protective
Community Building	Relational
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate Visionary
Operations & Management	Responsible Transformative Responsive Methodical
Teaching & Learning	Diagnostic Pedagogically Supportive Knowledgeable Evaluative
Cultural Responsiveness	Visible Affiliative Advocative Global

CURRICULUM DIMENSION

The school leader ensures a learning-focused curriculum that is comprehensive, rigorous, aligned, and focuses on a high level of personal and academic achievement for all students.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Creating Learning-Focused Curriculum

- Facilitates teacher analysis of the curriculum selection and development process.
- Provides curriculum related feedback and drives professional development to meet the identified needs of teachers and students.
- Implements processes and procedures that support effective curricular practices to promote student learning.

Meeting All Academic Needs

- Provides structures and processes that support and ensure implementation of a curriculum that is comprehensive, rigorous, and aligned.
- Creates a collaborative, trusting environment and a curriculum focused on success for all students.
- Ensures curriculum materials contain student-relevant activities, account for proper sequencing of learning, and provide the necessary instructional scaffolding for ensuring student growth.

Ensuring Curriculum Alignment

- Provides structures and processes that ensure congruency between curriculum content, instructional methods, and assessment.
- Utilizes multiple means to effectively communicate to all stakeholders a clear understanding of the curriculum alignment process, its importance, and its effect on student learning.
- Creates a school environment that is supportive and encouraging to the process of teaching and learning.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Curriculum*** Dimension.

PERSONAL	
Wellness	Ethical
Growth Mindset	Reflective Intentional Accountable
Self-Management	Organized Self-confident
Innovation	Creative Adaptive Resilient Courageous
SOCIAL	
Service	Protective
Community Building	Relational Collaborative Connective Conciliatory
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate Visionary
Operations & Management	Transformative
Teaching & Learning	Diagnostic Pedagogically Supportive Knowledgeable Evaluative
Cultural Responsiveness	Advocative

INSTRUCTION DIMENSION

The school leader collaboratively develops an effective, research-based instructional program with nonnegotiable expectations for all teaching staff that produce a high level of personal and academic achievement for every student.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Promoting Instructional Collaboration

- Builds a shared instructional philosophy by leading a collaborative process to define and create stakeholder buy-in.
- Implements practices and procedures that allow for instructional collaboration.
- Collaboratively identifies nonnegotiable elements of instructional expectations for all students that produce a high level of personal and academic achievement.
- Implements processes and procedures for the ongoing improvement of instruction and student learning.

Providing Effective Instruction

- Provides resources and support that enables implementation of effective, research-based instructional strategies to provide excellent instruction for all students.
- Observes classroom instruction and provides data-informed, timely feedback that intentionally supports teacher strengths and identifies areas for growth.
- Facilitates and supports teachers in the development and implementation of research-based practices for a classroom culture and environment that ensures excellent instruction for every student.

Ensuring Instructional Alignment

- Provides structures and processes that ensure congruency between instructional content, assessment, and instructional methods.
- Utilizes multiple means to effectively communicate to all stakeholders a clear understanding of the instructional alignment process, importance, and effect on student learning.
- Creates a school environment that is supportive and encouraging to the process of teaching and learning.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Instruction*** Dimension.

PERSONAL	
Wellness	Ethical
Growth Mindset	Reflective Intentional Accountable
Self-Management	Self-confident
Innovation	Creative Adaptive Resilient Courageous
SOCIAL	
Service	Protective
Community Building	Relational
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate Visionary
Operations & Management	Responsible Transformative Responsive Methodical
Teaching & Learning	Diagnostic Pedagogically Supportive Knowledgeable Evaluative
Cultural Responsiveness	Affiliative Advocative Global

ASSESSMENT DIMENSION

The school leader fosters a learning environment that utilizes data to monitor student progress, improves the instructional process and learning environment, and ensures high levels of personal and academic growth for all students.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Assessing Student Learning and Growth

- Facilitates teacher analysis of student data appropriately and within technical limitations to monitor student progress, improve the instructional process, and ensure student growth.
- Collaboratively develops and implements a research-based, effective assessment framework aligned to curriculum and instruction to ensure learning and provide evidence of student progress.
- Provides an understandable vision of the learning targets for assessment literacy.

Assessing the Learning Environment

- Implements an ongoing process for assessing the use and management of space and physical resources to achieve maximum output in terms of student and teacher outcomes.
- Assesses and monitors the effect of leadership's practices and policies on teaching and learning.
- Monitors, assesses, and adjusts the elements of the school culture that effect learning.

Evaluating Assessment Alignment

- Provides structures and processes that ensure congruency between assessment, curricular content, and instructional methods.
- Utilizes multiple means to effectively communicate to all stakeholders a clear understanding of the assessment alignment process, importance, and effect on student learning.
- Creates a school environment that is supportive and encouraging to the process of teaching and learning.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Assessment*** Dimension.

PERSONAL	
Wellness	Ethical
Growth Mindset	Reflective Intentional Accountable
Self-Management	Organized Self-confident
Innovation	Adaptive Resilient Courageous
SOCIAL	
Service	Protective
Community Building	Relational
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate
Operations & Management	Responsible Transformative Responsive Methodical
Teaching & Learning	Diagnostic Pedagogically Supportive Knowledgeable Evaluative
Cultural Responsiveness	Advocative

INNOVATION DIMENSION

The school leader creates an environment that supports creative thinking and risk-taking in order to generate knowledge and insight through nontraditional ways.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Creating and Sustaining Innovation

- Establishes and supports participation to implement a new vision to promote excellence and transformation throughout the organization.
- Develops deep awareness and knowledge of others' viewpoints and perspectives.
- Provides organizational structures that create and support an innovative culture.
- Generates knowledge and insight through nontraditional ways.

Managing Change and Uncertainty

- Generates a vision that begins the process of change in a sustainable, meaningful, and human-centered way.
- Develops stakeholder acceptance of change.
- Identifies priorities to begin building organizational change capacity.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Innovation*** Dimension.

PERSONAL	
Wellness	Ethical Optimistic
Growth Mindset	Reflective Intentional
Self-Management	Self-confident
Innovation	Creative Adaptive Resilient Courageous
SOCIAL	
Service	Generous Protective
Community Building	Relational Collaborative Connective
Capacity Building	Empowering Guiding Resourceful
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic Articulate Visionary
Operations & Management	Transformative Responsive
Teaching & Learning	Pedagogically Supportive Evaluative
Cultural Responsiveness	Advocative

HUMAN CAPITAL MANAGEMENT DIMENSION

The school leader focuses on developing processes and procedures that assist with the recruitment and selection of talent and the ongoing strategic management of talent for organizational improvement.

ESSENTIAL BEHAVIORS

The following essential behaviors are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the Dimension.

Recruiting High-Quality Staff

- Establishes effective local partnerships to identify and recruit high quality staff that are representative of the student population and community.
- Utilizes a collaborative, research-based process for interviewing and evaluating candidates.
- Develops and implements a collaborative process to monitor, evaluate, and improve macro conditions that impact staff recruitment.

Retaining and Developing Staff

- Fosters a professional culture that creates trust and promotes adult learning, risk taking, and collaboration.
- Engages teachers to collaboratively design and implement a program of professional learning.
- Ensures teachers and staff continually develop and deepen the knowledge and skills needed to address the continually changing needs of the school community.

Ensuring Accountability

- Establishes clear organizational performance expectations.
- Facilitates development of specific, measurable professional goals.
- Ensures accountability for achieving performance goals.

INTELLIGENCES

The following School Leader Paradigm Intelligences demonstrate the critical interplay between the Intelligence competencies and effective leadership in the ***Human Capital Management*** Dimension.

PERSONAL	
Wellness	Ethical
Growth Mindset	Reflective Accountable
Self-Management	Way of Being Self-confident
Innovation	Courageous
SOCIAL	
Service	Empathetic Trustworthy Generous Protective
Community Building	Relational Collaborative Connective Conciliatory
Capacity Building	Empowering Guiding Resourceful Facilitative
Influence	Attentive Communicative Motivational Catalytic
SYSTEMS	
Mission/Vision/ Strategic Planning	Analytic Strategic
Operations & Management	Responsible Transformative Responsive Methodical
Teaching & Learning	Pedagogically Supportive
Cultural Responsiveness	Advocative

PART 6

Part 6 provides a timeline for the evaluation cycle. It provides an overview of the steps needed by both the supervisor and the school leader throughout the four stages of the continuous growth cycle: Plan, Implement, Assess, and Reflect. Additionally, statutory deadlines are embedded in the charts for easy reference.

NOTES

Evaluation Timeline

Supervisor — The supervisor's role is to provide a notice of intent to evaluate, assist the leader in setting goals, observe the leader periodically throughout the evaluation cycle, provide periodic feedback and support to the leader and deliver a final summative evaluating rating on or before March 1.

PLAN	IMPLEMENT	ASSESS	REFLECT
First day of school term* ■ Provide evaluation notice as required by Illinois on or before the first day of the school term (first day of student attendance). ***Documentation: Notice (sample)*** **October 1*** ■ Hold meeting to review school leader's beginning of year *School Leader Domains and Dimensions Self-Assessment* and school data to finalize goals and share measurement model. ***Documentation: Meeting script (sample)*** **2-3 weeks following goal setting** ■ Review and accept or suggest edits to the leader's submitted *Cycles of Inquiry*. ***Documentation: Optional meeting script (sample)***	**Throughout evaluation cycle** ■ Complete 2 formal observations; provide written feedback no later than 10 principal workdays following the observation. ■ Complete informal observations as needed; provide written feedback if observation will be used as part of evaluation. ■ Hold mid-year check-in meeting to review leader's progress toward goals. ***Documentation: Formal and informal observation forms and meeting script (samples)***	**February 1-March 1** ■ Review leader's end of year *School Leader Domains and Dimensions Self-Assessment*, school data, completed *Cycles of Inquiry* and growth evidence to determine summative evaluation rating.	**March 1*** ■ Hold meeting to review summative performance evaluation rating with school leader. ***Documentation: School Leader Evaluation Plan: Final Summative Rating Report (required) and Script (sample)***

School Leader — The leader's role is to assemble data and self-reflect on his or her leadership intelligences as well as the dimensions of the job prior to the goal-setting process with the supervisor. The leader then creates two cycles of inquiry focused on their own growth as well as student growth. The leader takes the actions necessary to support their goals including gathering evidence to support their growth. The leader acts as a partner in the growth process by actively participating in meetings with the supervisor and sharing their ongoing assessment. The leader seeks to grow in partnership with the supervisor.

PLAN	IMPLEMENT	ASSESS	REFLECT
At least 2 weeks prior to October 1 ■ Complete beginning of year *School Leader Intelligences Self-Assessment*. ■ Complete beginning of year *School Leader Domains and Dimensions Self-Assessment*. ■ Collect beginning of year school data. ■ Review the *Intelligences Self-Assessment* personally. ■ Forward the *Domains and Dimensions Self-Assessment* and school data to evaluator. ***Documentation: Self-Assessment forms (required) and School data forms (sample)*** **October 1*** ■ Attend meeting to finalize goals and understand measurement model. **2-3 weeks following goal setting** ■ Create two *Cycles of Inquiry* — one for performance growth and one for student growth and forward to supervisor. ***Documentation: Cycle of Inquiry forms (required)***	**Ongoing** ■ Implement action plans and gather evidence to assess growth toward goals. ***Documentation: Cycle of Inquiry forms (required)*** **2-3 weeks before mid-year-meeting** ■ Share progress toward meeting goals with supervisor prior to the mid-year check-in meeting.	**February 1*** ■ Complete end of year *School Leader Intelligences Self-Assessment*. ■ Complete end of year *School Leader Domains and Dimensions Self-Assessment*. ■ Collect end-of-year school data. ■ Complete *Cycles of Inquiry*. ■ Gather evidence of growth. ■ Review the *Intelligences Self-Assessment* personally. ■ Forward the *Domains and Dimensions Self-Assessment*, school data, *Cycles of Inquiry*, and any evidence of growth to evaluator. ***Documentation: School data forms (sample) and Cycle of Inquiry form (required)***	**March 1*** ■ Attend meeting to review summative performance evaluation rating with supervisor

*Illinois Statutory Deadlines

NOTES

PART 7

Part 7 includes the documents that school leaders will use during the evaluation cycle, including the *School Leader Intelligences Self-Assessment*, *the School Leader Domain/Dimensions Self-Assessment*, *the School Data Worksheets*, and the *Cycles of Inquiry templates*.

School Leader Intelligences Self-Assessment

School Leader_____

Position_____ **Year** _____ **Supervisor** _____

Learning leaders should always be simultaneously improving their own leadership dispositions while doing the work of moving their learning organizations forward. Being totally self-aware and constantly reflective of the leadership intelligences **(becoming)** increases school leaders' effectiveness to lead culture, systems, and learning **(doing)**. The competencies/attributes provided do not represent an exhaustive list, rather those behaviors recognized as critical for school leaders to be successful.

Although you will not be formally evaluated on the Competencies and Attributes, this self-assessment is a reflective tool to assist with the development of your cycle of inquiry plans.

In preparation for your goal-setting meeting with your supervisor, please rate yourself on each Intelligence, Competency, and Attribute on the following pages.

Before rating yourself, take a few minutes to consider the following questions:

- Is this a strength or an area for growth?
- Would others agree with your assessments?
- Who is someone you trust who could provide valuable perspective into how others see you in this area?
- What are things that keep you from growing in this area?

Circle the thumb that currently reflects your self-rating on each attribute. When you have completed your ratings, reflect on your ratings to consider how they may be impacting your leadership and if growth in one or more areas may support your overall cycle of inquiry growth goals. Before your end-of-year meeting (by March 1), you will be asked to update this assessment (before February 1) to reflect your personal and professional growth during the school year.

I'm good!

Working on it!

Need to start working on this!

As you develop your cycle of inquiry plans, consider the following questions:

- What are 2-3 attributes that are areas of strength for you? How might you leverage these to attain your goals?
- What are 2-3 attributes in need of improvement? What are your hunches as to how these might impact goal attainment? Incorporating these areas into your inquiry cycles can enhance goal attainment.

PERSONAL INTELLIGENCE

The capacity to reason about personality and to use personality and personal information to enhance one's thoughts, plans, and life experiences.

COMPETENCIES	ATTRIBUTES	BOY	EOY		BOY	EOY
Wellness: The school leader balances quality or state of being healthy in body and mind as the result of deliberate effort and awareness.	**Ethical:** Embraces what has been defined as right behavior and influences people through actions, principles, values, and beliefs.			**Optimistic:** Remains steadfast personally and professionally in the face of adversity; believes adversity can be overcome; looks on the positive side of situations.		
	Fit/Healthy: Embraces a balanced lifestyle that promotes dimensions of wellness including emotional, mental, and physical.			**Self-aware:** Recognizes and is aware of one's internal and external identities. Manages emotions and recognizes, empathizes with, and navigates other people's emotions.		
Growth Mindset: The school leader embraces challenges; persists despite obstacles; sees effort as a path to mastery; learns from criticism; is inspired by other's success.	**Humble:** Knows what he/she does not know; resists being arrogant; never underestimates competition.			**Intentional:** Acts rather than reacts; is deliberate; recognizes every aspect of their behavior; sets personal leadership milestones.		
	Reflective: Thinks critically about personal behaviors, attitudes, beliefs, and values.			**Accountable:** Holds oneself to a higher standard and continuous growth; honors, stands behind, and takes ownership of agreements and decisions that one makes.		
Self-Management: The school leader monitors and takes responsibility for one's own behavior and well-being, personally and professionally.	**Organized:** Plans and accomplishes things in a prioritized, orderly manner.			**Way of Being:** Acknowledges and explores emotions, deepens self-knowledge and self-awareness, and builds reflective abilities in order to achieve goals and acts strategically.		
	Balanced: Lives and leads with multiple perspectives; considers not only the organizational and financial impact of decisions, but also the personal, social, and environmental impacts.			**Self-Confident:** Aware and comfortable with personal strengths and weaknesses; celebrates others' accomplishments; seeks opportunities to learn and develop; listens to others' ideas; accepts both challenges and support; empowers others to grow and lead.		
Innovation: The school leader introduces new methods, novel ideas, processes, or products that are put into operation.	**Creative:** Solves problems or challenges in novel ways from new perspectives and seeks innovation in exploring potential options.			**Resilient:** Strong enough to live with uncertainty and ambiguity; learns to grow through adversity.		
	Adaptive: Takes on the gradual but meaningful process of change, both individually and within the organization; thrives within challenging environments.			**Courageous:** Takes chances after thoughtful estimation of the probable outcome; willing to take bold moves after careful deliberation and preparation.		

I'm good!

Working on it!

Need to start working on this!

SOCIAL INTELLIGENCE

A set of interpersonal competencies that inspire others to be effective.

COMPETENCIES	ATTRIBUTES	BOY	EOY		BOY	EOY
Service: The school leader assures that other people's highest priority needs are being served.	**Empathetic:** Has the ability to recognize, value, and share other's feelings.			**Generous:** Is kind, understanding, and not selfish; is willing to give to others, including time, energy, advice, and talent.		
	Trustworthy: Is benevolent, honest, open, reliable, and competent.			**Protective:** Focuses on the well-being of others, the community and society at large, rather than self.		
Community Building: The school leader instills a sense of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together.	**Relational:** Interacts with people in ways that fulfill their physical, psychological, social, and emotional needs.			**Connective:** Actively meets people, introduces them to each other, and creates bridges among disconnected people, resources, and ideas.		
	Collaborative: Works cooperatively with others toward a common purpose; enables others to succeed individually while accomplishing a collective outcome.			**Conciliatory:** Recognizes and resolves disputes by applying effective communication; uses problem-solving ability and negotiation to attain positive outcomes.		
Capacity Building: The school leader employs leadership knowledge and skills necessary to enable the school to make better use of its intellectual and social capital, in order to adopt high-leverage strategies of teaching and learning.	**Empowering:** Actively supports processes to help faculty and staff enhance their knowledge and skills in ways that are advantageous to their work.			**Resourceful:** Garners personal, building, district, and community resources to achieve the vision and goals of the school.		
	Guiding: Acts as a trusted adviser, drawing from personal experience and expertise to offer guidance and support.			**Facilitative:** Works to identify and eliminate impediments to staff and student success; creates conditions for positive change		
Influence: The school leader can cause changes without directly forcing them to happen; practices skills of networking, constructive persuasion and negotiation, consultation, and coalition-building.	**Attentive:** Listens actively to the content and manner of others' spoken messages and determines emotional stances via verbal and non-verbal cues.			**Motivational:** Fosters in others an internal state that rouses them to action and specific desired behaviors.		
	Communicative: Shares information in ways that are understood by target audiences, are relevant and timely, and that allow for feedback.			**Catalytic:** Helps the school improve by continuously focusing on opportunities for growth, monitoring effects of internal and external influences, and fostering productive interpersonal relationships.		

I'm good!

Working on it!

Need to start working on this!

SYSTEMS INTELLIGENCE

Individual understanding of the inter-workings and leadership of complex systems within an organization.

COMPETENCIES	ATTRIBUTES	BOY	EOY		BOY	EOY
Mission, Vision, and Strategic Planning: The school leader defines the mission as the intent of the school; fosters a vision of what the school will look like at its peak performance; strategically determines the procedural path to intentionally achieve the vision.	**Analytic:** Uses knowledge, reasoning, and inquiry to analyze situations and develop constructive plans for improvement.			**Articulate:** Clearly conveys the mission, vision, and direction of the school to all stakeholders, communicating priorities, intentions, and roles and responsibilities.		
	Strategic: Develops plans and appropriate mechanisms to achieve the school's vision and goals.			**Visionary:** Builds a group vision as a guide for making all school decisions.		
Operations and Management: The school leader utilizes a variety of methods, tools, and principles oriented toward enabling efficient and effective operation and management.	**Responsible:** Demonstrates the ownership and takes the responsibility necessary for achieving desired results.			**Responsive:** Responds to situations appropriately and constructively through effective listening, communication, and actions.		
	Transformative: Acts as a catalyst for change by leading through inquiry, challenging the status quo, being patient and persistent, and building strong relationships.			**Methodical:** Systematically creates constructive order from disorder, employing a variety of methods and tools as appropriate.		
Teaching and Learning: The school leader develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	**Diagnostic:** Is adept at diagnosing educational problems, counseling teachers, supervising, evaluating programs and personnel, and developing curriculum.			**Knowledgeable:** Develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.		
	Pedagogically Supportive: Provides differentiated support for teachers; creates time for staff to discuss change and its implications; models a "we're all in this together" attitude; and fosters shared vision and shared purposes.			**Evaluative:** Is able to synthesize program and performance information for the purpose of recommending improvements and/or changes.		
Cultural Responsiveness: The school leader understands, appreciates, and interacts with people of varying backgrounds in order to promote cooperation, collaboration, and connectedness among a diverse community of leaders.	**Visible:** Actively practices the role of community leader, including high visibility in the community and advocacy for community causes, leading to trust and rapport between school and community.			**Advocative:** Develops implicit relational knowledge of the educational system through keen attention to human interest and need; actively advocates for students, teachers, and school with local, state, and federal policy makers.		
	Affiliative: Values people and their feelings; seeks to accomplish tasks and goals while appreciating the needs of students and staff; emphasizes harmony and builds team resonance.			**Global:** Recognizes the collective value of diverse social networks and the capacities that arise from these networks to accomplish goals together; views the school in the context of the broader society.		

I'm good!

Working on it!

Need to start working on this!

School Leader Domains/Dimensions Self-Assessment

School Leader_____

Position_____ **Year** _____ **Supervisor** _____

The work learning leaders need to do to lead effective learning organizations falls within three overarching domains: culture, systems, and learning. Each domain is broken into seven leadership dimensions which are further delineated by essential leadership behaviors.

The School Leader Domain/Dimensions Self-Assessment will provide you with an opportunity to consider your strengths as well as areas of growth to guide your continuous improvement.

In preparation for your goal-setting meeting with your supervisor, complete the School Data Worksheets (or collect the data as directed by your supervisor) to assist you in completing your Domain/Dimensions self-assessment. Follow these tips to guide your work:

- Review the definition of the Culture Domain on the next page.
- Review each of the seven Dimensions listed on the page.
- Review the Dimension rating criteria found at the bottom of the page.
- Assign yourself a rating for each Dimension while jotting down **brief** evidence notes to guide your discussion with your supervisor.
- Jot down **brief** answers to the beginning of year reflections under the Questions and Reflections section. Your notes will help guide your discussion with your supervisor.
- Identify 1-2 problems of practice that may represent a professional practice and/or student growth goal for you in the culture domain this year under the Areas of Growth section. Your notes/ideas will help guide your discussion with your supervisor.
- Repeat the above process for the Systems and Learning Domains.

At the meeting with your supervisor, you will discuss your self-assessment of the Domains and Dimensions to identify what potential problems of practice will serve as your professional practice and/or student growth goals for the year.

At the end of the evaluation cycle, you will complete a similar process prior to your supervisor completing your Final Summative Rating Report (this also serves as your mid-year self-assessment). At the summative conference, you will use your self-assessment to consider your growth goals for the following cycle.

School Leader Domain/Dimensions Self-Assessment — Culture

School Leader _____ **Date** _____

CULTURE DOMAIN **The school leader's efforts to create, foster, and sustain a student-centered climate and culture where all adults strive to build positive and unconditional relationships with all students, while ensuring equitable access and opportunities to high-quality programs.**

Dimension Self Analysis — Complete a self-assessment of your skill level relative to the seven dimensions of the Culture Domain using the Dimension Rating Criteria show below.

Dimension	BOY	Evidence	EOY	Evidence
Relationships — Focuses on developing and strengthening internal, personal, and external relationships that support the school's mission and vision and creates an environment where a diversity of ideas and opinions can be shared, appreciated, and respected.				
Student Centeredness — Cultivates an educational environment that addresses the distinct academic, social, emotional, and physical needs of all students and conveys high expectations, support, and mutual respect among all staff and students.				
Wellness — Fosters and supports a culture of physical, mental, and social-emotional wellness for the entire school community.				
Equity — Focuses on creating an environment that accentuates fairness by collaboratively developing and implementing a clear vision of equity for all stakeholders in which individual differences are recognized and accommodated to eliminate and prevent inequities.				
Traditions/Celebration — Nurtures an environment that models and builds a culture of mutual respect and recognizes, celebrates, and honors all students, staff, and community for their achievements and service to others.				
Ethics — Cultivates an environment in which each individual demonstrates and exemplifies ethical behaviors, values, and respect for others.				
Global Mindedness — Creates an environment that builds, models, and endorses a global-minded perspective for all stakeholders through the promotion of cultural diversity, partnerships, and community connections.				

Dimension Rating Criteria

UNSATISFACTORY (1)	NEEDS IMPROVEMENT (2)	PROFICIENT (3)	EXCELLENT (4)
The school leader demonstrates limited or no evidence of planning, implementing, assessing, or reflecting on the essential behaviors of the Dimension.	The school leader is aware of and demonstrates some evidence of planning, implementing, assessing, and reflecting on the essential behaviors of the Dimension.	The school leader demonstrates evidence of planning, implementing, assessing, and reflecting on the essential behaviors of the Dimension.	In addition to demonstrating the characteristics of "proficient," the school leader engages relevant stakeholders in a continuous cycle of improvement, employing innovative approaches to achieve goals.

Questions and Reflections

Questions to Consider	BOY Reflections	EOY Reflections
What are your data saying about the Culture dimensions?		
What are the data saying about your leadership?		
What access, opportunity, hope, and/or expectation gaps exist in your school? How do you know?		
What needs to be changed or improved in your school to increase the success of each and every student?		
Are there historically inequitable systems within the Culture dimensions in your school that still exist and need to be addressed?		

Areas for Growth

After reviewing your self-assessment as well as your response to the questions above, identify 1-2 Problems of Practice that may represent potential growth goals. While Problems of Practice may be identified for all three Domains (Culture, Systems and Learning), only one or two Problems of Practice (from all those identified in the three Domains) will ultimately be selected for the Principal Practice growth goal for the year. At the conclusion of the evaluation cycle, a new growth goal may be identified for the next cycle from the same or a different Domain. The End of Year Problems of Practice can help crystalize what your next growth goal will be.

Beginning of Year			End of Year		
No.	**Problem of Practice**	**Growth Target?**	**No.**	**Problem of Practice**	**Growth Target?**
1			**1**		
2			**2**		

School Leader Domain/Dimensions Self-Assessment —Systems

School Leader _____ **Date** _____

SYSTEMS DOMAIN **The school leader's efforts to assess a learning organization's current systems, initiate a cycle of inquiry focused on dismantling historically inequitable systems, and engage stakeholders in a collective effort to establish sustainable student centered systems.**

Dimension Self Analysis — Complete a self-assessment of your skill level relative to the seven dimensions of the Systems Domain using the Dimension Rating Criteria show below.

Dimension	BOY	Evidence	EOY	Evidence
Vision/Mission — Fosters an environment in which the school's vision and mission drive the strategic alignment of organizational decisions and resources.				
Communication — Utilizes a collaborative process to ensure safe and meaningful communication with and among all stakeholders that supports the school's vision and mission.				
Collaborative Leadership — Builds a culture of professional learning, mutual trust, and shared responsibility by focusing on empowering and supporting others as leaders.				
Data Literacy — Promotes a data-driven culture of decision-making for continuous improvement.				
Strategic Management — Employs a process of setting goals aligned to the school's mission and vision, developing plans for meeting those goals, mobilizing the resources needed for implementation, and evaluating the results of those actions in order to determine next steps as part of a model of continuous improvement.				
Safety — Establishes expectations, processes, and procedures to ensure the physical, mental, and emotional safety of all stakeholders.				
Operations Manages system's logistics to leverage the educational, operational, and financial affairs and resources of the school to effectively balance operational efficiencies and student learning needs.				

Dimension Rating Criteria

UNSATISFACTORY (1)	NEEDS IMPROVEMENT (2)	PROFICIENT (3)	EXCELLENT (4)
The school leader demonstrates limited or no evidence of planning, implementing, assessing, or reflecting on the essential behaviors of the Dimension.	The school leader is aware of and demonstrates some evidence of planning, implementing, assessing, and reflecting on the essential behaviors of the Dimension.	The school leader demonstrates evidence of planning, implementing, assessing, and reflecting on the essential behaviors of the Dimension.	In addition to demonstrating the characteristics of "proficient," the school leader engages relevant stakeholders in a continuous cycle of improvement, employing innovative approaches to achieve goals.

Questions and Reflections

Questions to Consider	BOY Reflections	EOY Reflections
What are your data saying about the Systems dimensions?		
What are the data saying about your leadership?		
What access, opportunity, hope, and/or expectation gaps exist in your school? How do you know?		
What needs to be changed or improved in your school to increase the success of each and every student?		
Are there historically inequitable systems within the Culture dimensions in your school that still exist and need to be addressed?		

Areas for Growth

After reviewing your self-assessment as well as your response to the questions above, identify 1-2 Problems of Practice that may represent potential growth goals. While Problems of Practice may be identified for all three Domains (Culture, Systems and Learning), only one or two Problems of Practice (from all those identified in the three Domains) will ultimately be selected for the Principal Practice growth goal for the year. At the conclusion of the evaluation cycle, a new growth goal may be identified for the next cycle from the same or a different Domain. The End of Year Problems of Practice can help crystalize what your next growth goal will be.

Beginning of Year			End of Year		
No.	**Problem of Practice**	**Growth Target?**	**No.**	**Problem of Practice**	**Growth Target?**
1			**1**		
2			**2**		

School Leader Domain/Dimensions Self-Assessment — Learning

School Leader _____ **Date** _____

LEARNING DOMAIN **The school leader's efforts, as the learning leader, to create and sustain a culture of ongoing reflective, culturally responsive, and inclusive learning for students, adults, and the entire learning organization as a whole.**

Dimension Self Analysis — Complete a self-assessment of your skill level relative to the seven dimensions of the Learning Domain using the Dimension Rating Criteria show below.

Dimension	BOY	Evidence	EOY	Evidence
Reflection/Growth — Nurtures a culture of self-reflection that allows each stakeholder and the school to achieve peak performance.				
Result-Orientation — Cultivates an environment in which high, data-driven expectations of results for student learning are embraced and drive organizational and personal growth.				
Curriculum — Ensures a learning-focused curriculum that is comprehensive, rigorous, aligned, and focuses on a high level of personal and academic achievement for all students.				
Instruction —Collaboratively develops an effective, research-based instructional program with nonnegotiable expectations for all teaching staff that produce a high level of personal and academic achievement for every student.				
Assessment — Fosters a learning environment that utilizes data to monitor student progress, improves the instructional process and learning environment, and ensures high levels of personal and academic growth for all students.				
Innovation — Creates an environment that supports creative thinking and risk-taking in order to generate knowledge and insight through nontraditional ways.				
Human Capital Management — Focuses on developing processes and procedures that assist with the recruitment and selection of talent and the ongoing strategic management of talent for organizational improvement.				

Dimension Rating Criteria

UNSATISFACTORY (1)	NEEDS IMPROVEMENT (2)	PROFICIENT (3)	EXCELLENT (4)
The school leader demonstrates limited or no evidence of planning, implementing, assessing, or reflecting on the essential behaviors of the Dimension.	The school leader is aware of and demonstrates some evidence of planning, implementing, assessing, and reflecting on the essential behaviors of the Dimension.	The school leader demonstrates evidence of planning, implementing, assessing, and reflecting on the essential behaviors of the Dimension.	In addition to demonstrating the characteristics of "proficient," the school leader engages relevant stakeholders in a continuous cycle of improvement, employing innovative approaches to achieve goals.

Questions and Reflections

Questions to Consider	BOY Reflections	EOY Reflections
What are your data saying about the Learning dimensions?		
What are the data saying about your leadership?		
What access, opportunity, hope, and/or expectation gaps exist in your school? How do you know?		
What needs to be changed or improved in your school to increase the success of each and every student?		
Are there historically inequitable systems within the Culture dimensions in your school that still exist and need to be addressed?		

Areas for Growth

After reviewing your self-assessment as well as your response to the questions above, identify 1-2 Problems of Practice that may represent potential growth goals. While Problems of Practice may be identified for all three Domains (Culture, Systems and Learning), only one or two Problems of Practice (from all those identified in the three Domains) will ultimately be selected for the Principal Practice growth goal for the year. At the conclusion of the evaluation cycle, a new growth goal may be identified for the next cycle from the same or a different Domain. The End of Year Problems of Practice can help crystalize what your next growth goal will be.

Beginning of Year			End of Year		
No.	**Problem of Practice**	**Growth Target?**	**No.**	**Problem of Practice**	**Growth Target?**
1			**1**		
2			**2**		

School Data Worksheets

School Leader_____

School _____ Year _____

Review of Student Achievement Data

Data Sources	3 Years			Strengths	Areas for Growth
KIDS (K)					
IL Assessment of Readiness: ELA (3-8)					
IL Assessment of Readiness: Math (3-8)					
IL Science Assessment (5, 8, & 11)					
ACCESS for ELLS					
DLM-AA (3-11)					
SAT (Grade 11) Reading/Writing					
SAT (Grade 11) Math					
PSAT (Grade 10) Reading/Writing					
PSAT (Grade 10) Math					
PSAT (Grade 8/9) Reading/Writing					
PSAT (Grade 8/9) Math					
Other:					

Questions

- What trends are you seeing across the 3 years?
- What school improvement initiatives have been implemented to address areas of concern?
- Are they working?

School Data Worksheets

Student Demographics/Behavior Data

Total Number of Students	

Racial/Ethnic Diversity	3 Years		
White			
Black			
Hispanic			
Asian			
Am. Indian			
Two or More			
Pacific Islander			
Not Reported			

Additional	3 Years		
Low Income (%)			
IEPs (%)			
Homeless (%)			
English Learners (%)			
Student Attendance (%)			
Student Mobility (%)			
Chronic Absenteeism (%)			
Chronically Truant (%)			
Drop Out Rate (%)			
Graduation Rate (%)			
# Discipline Referrals			
# Suspensions			
#Expulsions			

Questions

- What trends are you seeing across the 3 years?
- What school improvement initiatives have been implemented to address areas of concern?
- Are they working?
- Are you anticipating any shifts in demographics over the next year or two?

School Data Worksheets

Teacher Data

Total Number of Teachers	

Racial/Ethnic Diversity	3 Years		
Male			
Female			

Racial/Ethnic Diversity	3 Years		
White			
Black			
Hispanic			
Asian			
Am. Indian			
Two or More			
Pacific Islander			
Not Reported			

Additional	3 Years		
Teacher Retention			
Bachelor's			
Master's			
Teacher Attendance			
Evaluation: % Rates as Proficient or Excellent			
Student/Teacher Ratio			

Questions

- If you compare this data with the previous two years, what trends are you seeing in teacher data?
- Are you anticipating any shifts over the next year or two such as retirements, reduction of staff, etc.?
- How are you identifying school-wide and individual professional development needs?

School Data Worksheets

School Process Data

(The policies, procedures, and systems in place that define how the school does business including programs, curriculum, instruction and assessment strategies, interventions, and other used to help students learn.)

Data Sources	Strengths	Areas for Growth
School Improvement Process		
MTSS/RTI		
New Teacher Induction Program		
Student Mentoring Program		
Other:		

Notes:

Review of Perception Data

	Data Sources	Strengths	Areas for Growth
5Essentials Survey or whatever climate survey your district uses	**Effective Leaders**		
	Collaborative Teachers		
	Ambitious Instruction		
	Supportive Instruction		
	Involved Families		
Other:			
Other:			

Notes:

School Data Worksheets

Review of School's Current School Improvement Goals

Goal	Status

Notes:

Review of School's 5-Year Goals

Goal	Status

Notes:

School Leader Name:
Goal:

School Leader Cycle of Inquiry: Professional Practice

PLAN

How did I determine this goal?

Domains:

Culture
Systems
Learning

Essential Behaviors:

Intelligences:

Personal
Social
Systems

Competencies:

Attributes:

What are my desired outcomes?

Outcome #1
Outcome #2
Outcome #3

What strategies will I employ to reach my outcomes?

O1 Strategies
O2 Strategies
O3 Strategies

IMPLEMENT

How will I reach my goal?

Timeline

Communication Plan

Potential Hurdles

Milestones

Celebrations

What resources are needed?

People

Financial

District Support

How will I measure my progress?

Qualitative Tools
Quantitative Tools

School Leader Cycle of Inquiry: Professional Practice

ASSESS

What does the qualitative data tell me?

Outcome #1

Outcome #2

Outcome #3

What does the quantitative data tell me?

Outcome #1

Outcome #2

Outcome #3

Am I making progress? What do I know for sure?

Outcome #1

Outcome #2

Outcome #3

REFLECT

Where am I in terms of achieving my goal?

What is working well?

What isn't working well? Why? What did I assume/miss? What do others think?

What am I learning about myself/my school throughout this process?

How am I navigating conflict, stress, challenges as I push forward?

How will I continue this work? What changes should I consider about my goal(s) and/or outcomes? Do I need additional support (i.e., additional training, mentoring, coaching)? What are my next steps?

School Leader Name:
Goal:

School Leader Cycle of Inquiry: Student Growth

PLAN

How did we determine this goal?

What are our desired outcomes?

Outcome #1
Outcome #2
Outcome #3

What strategies will we employ to reach our outcomes?

Strategy 1
Strategy 2
Strategy 3

In terms of leadership needed to achieve this goal, the Domains I will focus on are:

Culture
Systems
Learning

The Dimensions I will focus on are:

The Essential Behaviors I will focus on are:

The Intelligences I will focus on are:

Personal
Social
Systems

The Competencies I will focus on are:

The Attributes I will focus on are:

IMPLEMENT

How will we reach our goal?

Timeline

Communication Plan

Potential Hurdles

Milestones

Celebrations

What resources are needed?

People

Financial

District Support

How will we measure our progress?

Qualitative Tools
Quantitative Tools

As the school leader, what strategies will I implement to lead my school toward this goal?

How will I, as the school leader, lead my school in navigating through conflict, stress, challenges as we attempt to reach our goal?

School Leader Cycle of Inquiry: Student Growth

ASSESS

What does the qualitative data tell us?

Outcome #1

Outcome #2

Outcome #3

What does the quantitative data tell us?

Outcome #1

Outcome #2

Outcome #3

Are we making progress? What do we know for sure?

Outcome #1

Outcome #2

Outcome #3

REFLECT

Where are we in terms of achieving our goal?

What is working well? How did my leadership contribute to this (e.g., essential behaviors, attributes)?

What isn't working well? Why? What did we assume/miss? What do others think? How did my leadership contribute to this (e.g., essential behaviors, attributes)?

What are we learning about our school throughout this process?

How are we navigating conflict, stress, challenges as we push forward?

How will we continue this work? Do we need additional support (i.e., additional training, mentoring, coaching)? What are our next steps?

What leadership changes should I consider? Do I need additional support (i.e., additional training, mentoring, coaching)? What are my next steps?

NOTES

PART 8

Part 8 includes the *Final Summative Rating Report* the school supervisor will prepare based on the evaluation process. Included in this report are the rating summaries for the leader's professional practice, student growth, and self-assessment. Sample informal and formal observation forms are also provided as well as scripts for conducting meetings with the school leader throughout the evaluation process.

SAMPLE NOTICE OF EVALUATION

MEMO

TO: Name of Administrator
FROM: Evaluator's Name and Title
DATE: Date (on or before the first day of student attendance)
RE: Principal Evaluation for the 20XX-20XX School Year

I look forward to assisting in your leadership growth this year! This memo serves as the required written notice of evaluation. The attached School Leader Evaluation Plan: Summative Rating Report document incorporates the requirements of Article 24A of the Illinois School Code, 105 ILCS 5/24A. Specifically, it:

- Provides an overall performance rating of Excellent, Proficient, Needs Improvement or Unsatisfactory.
- Incorporates two components into your overall summative rating: evidence of your professional practice (70%) and evidence of student growth (30%).

The Evaluation Process and Requirements (Based on Illinois School Code)

Notice of Written Evaluation

Notice of Written Evaluation is required on or before the first day of student attendance. This notice must include the assigned evaluator and the rubrics to be used for evaluating professional practice and student growth. It must also include the ratings matrix.

Mandatory Ratings Used for the Evaluation Process

Three sets of ratings will be used in the evaluation cycle. One set of ratings will be used for the professional practice portion of the evaluation while another set will be used for student growth. From these ratings, an overall summative evaluation rating will be assigned using the following terms outlined in state law: Excellent, Proficient, Needs Improvement or Unsatisfactory.

Evaluation of Principal Practice

Three sources of evidence are required for the Principal Practice portion of the overall evaluation of principals and assistant principals:

- Professional Growth Goals — Mutually agreed (or established by the evaluator if agreement is not reached with the principal by October 1 of each year). These goals may be based upon the prior year's evaluation (if available).
- Formal (required) and Informal (not required) observations with documentation.
- School Leader Self-Assessment.

Student Academic Growth Portion of Evaluation

The law requires that a minimum of 30% of the overall evaluation be based upon student academic growth.

- At least two Type I and/or Type II assessments must be used to determine student growth for this portion of the evaluation. Type III assessments can only be utilized in situations in which a Type I or Type II assessment is not administered to students.
- Assistant Principal evaluations may include student growth measures that align to the individual's specific duties (i.e., attendance, discipline, etc.).

Requirements for Using Data

- A student will only be included in the student growth metric if at least two data points are available for the assessment.
- The most recent results of a selected assessment must be used as the "end point" for any measures of student growth.
- The district shall determine how certain student characteristics (i.e., special education, low income, etc.) shall be considered for each assessment and target chosen.

Goal Setting Phase and Meeting

On or before October 1 of an evaluation year, a goal-setting meeting between the evaluator and the school leader must be held. The evaluator and the school leader will collaborate to:

- Determine the assessments that are to be used for student academic growth portion of evaluation.
- Determine a measurement model for the student academic growth portion of evaluation.
- Establish student growth targets.
- Determine professional growth goals.

Monitoring Phase

The evaluator is required to gather evidence to support the professional practice portion of the evaluation by conducting observations of the school leader. Key information regarding this phase is as follows:

- The evaluator must conduct a minimum of 2 formal observations. Written feedback must be provided no later than 10 principal workdays following the observation.
- Informal observations may be conducted, and if they will be used for the evaluation, must be documented in writing.
- Other evidence and information received by the evaluator that would have a negative impact on the evaluator's rating of the principal (e.g., parent complaints) must be shared with the principal within 10 principal workdays following the evaluator's receipt.

Summative Meeting

- On or before March 1, the evaluator is required to meet with the school leader to review the summative evaluation rating assigned for the year.

Evaluation Timeline

The table below summarizes the activities that will occur during the school year. Please contact me if you have any questions or concerns.

PLAN	IMPLEMENT	ASSESS	REFLECT
At least 2 weeks prior to October 1 ■ Complete beginning of year *School Leader Intelligences Self-Assessment*. ■ Complete beginning of year *School Leader Domains and Dimensions Self-Assessment*. ■ Collect beginning of year school data. ■ Review the *Intelligences Self-Assessment* personally. ■ Forward the *Domains and Dimensions Self-Assessment* and school data to evaluator. ***Documentation: Self-Assessment forms (required) and School data forms (sample)*** **October 1*** ■ Attend meeting to finalize goals and understand measurement model. **2-3 weeks following goal setting** ■ Create two *Cycles of Inquiry* — one for performance growth and one for student growth and forward to supervisor. ***Documentation: Cycle of Inquiry forms (required)***	**Ongoing** ■ Implement action plans and gather evidence to assess growth toward goals. ***Documentation: Cycle of Inquiry forms (required)*** **2-3 weeks before mid-year-meeting** ■ Share progress toward meeting goals with supervisor prior to the mid-year check-in meeting.	**February 1*** ■ Complete end of year *School Leader Intelligences Self-Assessment*. ■ Complete end of year *School Leader Domains and Dimensions Self-Assessment*. ■ Collect end-of-year school data. ■ Complete *Cycles of Inquiry*. ■ Gather evidence of growth. ■ Review the *Intelligences Self-Assessment* personally. ■ Forward the *Domains and Dimensions Self-Assessment*, school data, *Cycles of Inquiry*, and any evidence of growth to evaluator. ***Documentation: School data forms (sample) and Cycle of Inquiry form (required)***	**March 1*** ■ Attend meeting to review summative performance evaluation rating with supervisor

*Illinois Statutory Deadlines

Final Summative Rating Report

School Leader _____ **School** _____

Supervisor _____

Date of Evaluation Notice: _____ *by first day of student attendance*

Date of Goal Setting Meeting: _____ *by October 1*

Date of Mid-Year Meeting: _____

Date of End-of-Year Summative Evaluation Meeting: _____ *by March 1*

Formal Observations (two required)

Date of Formal Observation #1: _____

Date of Formal Observation #2: _____

Informal Observations:

Date of Informal Observation #1: _____

Date of Informal Observation #2: _____

Date of Informal Observation #3: _____

Summative Rating Calculation

		Weight	Rating: 1.0-4.0	Extension Weight X Rating [Ex. .60 x 3.2 = 1.92]
Professional Practice (70% of Total)	**School Leader: Domains and Dimensions Rating**	**.6 (60%)**		
	School Leader Self-Assessment Domains and Dimensions Rating	**.1 (10%)**		
Student Growth (30% of Total)	**Student Growth Rating**	**.3 (30%)**		
			Total:	

Final Rating

☐ **Excellent** ☐ **Proficient** ☐ **Needs Improvement** ☐ **Unsatisfactory**

Summative Rating Scale

Excellent = 3.5–4
Proficient = 2.5–3.49
Needs Improvement = 1.5–2.49
Unsatisfactory = <1.5

☐ **Eligible for Contract Continuation**

School Leader Signature _____ **Supervisor Signature** _____ **Date** _____

Final Summative Rating Report

Professional Practice: School Leader Domains and Dimensions Rating (60%)

The professional practice rating is calculated from the leader's domain and dimension performance as noted on the detailed rating forms attached.

Dimension Rating Criteria

UNSATISFACTORY (1)	NEEDS IMPROVEMENT (2)	PROFICIENT (3)	EXCELLENT (4)
The school leader demonstrates limited or no evidence of planning, implementing, assessing, or reflecting on the essential behaviors of the Dimension.	The school leader is aware of and demonstrates some evidence of planning, implementing, assessing, and reflecting on the essential behaviors of the Dimension.	The school leader demonstrates evidence of planning, implementing, assessing, and reflecting on the essential behaviors of the Dimension.	In addition to demonstrating the characteristics of "proficient," the school leader engages relevant stakeholders in a continuous cycle of improvement, employing innovative approaches to achieve goals.

CULTURE DOMAIN		SYSTEMS DOMAIN		LEARNING DOMAIN	
Dimension	End-of-the-Year Rating	Dimension	End-of-the-Year Rating	Dimension	End-of-the-Year Rating
Relationships		Vision/Mission		Reflection & Growth	
Student Centeredness		Communication		Result-Orientation	
Wellness		Collaborative Leadership		Curriculum	
Equity		Data Literacy		Instruction	
Traditions/Celebrations		Strategic Management		Assessment	
Ethics		Safety		Innovation	
Global Mindedness		Operations		Human Capital Management	
Total		Total		Total	
Average (Total/7)		Average (Total/7)		Average (Total/7)	

Domain Professional Practice Rating (60%)		
CULTURE		**Professional Practice Rating Scale** **Excellent** = 3.5–4 **Proficient** = 2.5–3.49 **Needs Improvement** = 1.5–2.49 **Unsatisfactory** = <1.5
SYSTEMS		
LEARNING		
Total		
Average *(Domain Professional Practice Rating)*		

Final Summative Rating Report

Professional Practice: School Leader Domains and Dimensions Detail — Culture

CULTURE DOMAIN

The school leader's efforts to create, foster, and sustain a student-centered climate and culture where all adults strive to build positive and unconditional relationships with all students, while ensuring equitable access and opportunities to high-quality programs.

Dimension	End-of-Year Rating	Evidence
Relationships Focuses on developing and strengthening internal, personal, and external relationships that support the school's mission and vision and creates an environment where a diversity of ideas and opinions can be shared, appreciated, and respected.		
Student Centeredness Cultivates an educational environment that addresses the distinct academic, social, emotional, and physical needs of all students and conveys high expectations, support, and mutual respect among all staff and students.		
Wellness Fosters and supports a culture of physical, mental, and social-emotional wellness for the entire school community.		
Equity Focuses on creating an environment that accentuates fairness by collaboratively developing and implementing a clear vision of equity for all stakeholders in which individual differences are recognized and accommodated to eliminate and prevent inequities.		
Traditions/Celebration Nurtures an environment that models and builds a culture of mutual respect and recognizes, celebrates, and honors all students, staff, and community for their achievements and service to others.		
Ethics Cultivates an environment in which each individual demonstrates and exemplifies ethical behaviors, values, and respect for others.		
Global Mindedness Creates an environment that builds, models, and endorses a global-minded perspective for all stakeholders through the promotion of cultural diversity, partnerships, and community connections.		
Average		**End-of-Year Ratings** Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)

Final Summative Rating Report

Professional Practice: School Leader Domains and Dimensions Detail — Systems

SYSTEMS DOMAIN

The school leader's efforts to assess a learning organization's current systems, initiate a cycle of inquiry focused on dismantling historically inequitable systems, and engage stakeholders in a collective effort to establish sustainable student-centered systems.

Dimension	End-of-Year Rating	Evidence
Vision/Mission Fosters an environment in which the school's vision and mission drive the strategic alignment of organizational decisions and resources.		
Communication Utilizes a collaborative process to ensure safe and meaningful communication with and among all stakeholders that supports the school's vision and mission.		
Collaborative Leadership Builds a culture of professional learning, mutual trust, and shared responsibility by focusing on empowering and supporting others as leaders.		
Data Literacy Promotes a data-driven culture of decision-making for continuous improvement.		
Strategic Management Employs a process of setting goals aligned to the school's mission and vision, developing plans for meeting those goals, mobilizing the resources needed for implementation, and evaluating the results of those actions in order to determine next steps as part of a model of continuous improvement.		
Safety Establishes expectations, processes, and procedures to ensure the physical, mental, and emotional safety of all stakeholders.		
Operations Manages system's logistics to leverage the educational, operational, and financial affairs and resources of the school to effectively balance operational efficiencies and student learning needs.		
Average		**End-of-Year Ratings** Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)

Final Summative Rating Report

Professional Practice: School Leader Domains and Dimensions Detail — Learning

LEARNING DOMAIN

The school leader's efforts, as the learning leader, to create and sustain a culture of ongoing reflective, culturally responsive, and inclusive learning for students, adults, and the entire learning organization as a whole.

Dimension	End-of-Year Rating	Evidence
Reflection/Growth Nurtures a culture of self-reflection that allows each stakeholder and the school to achieve peak performance.		
Result-Orientation Cultivates an environment in which high, data-driven expectations of results for student learning are embraced and drive organizational and personal growth.		
Curriculum Ensures a learning-focused curriculum that is comprehensive, rigorous, aligned, and focuses on a high level of personal and academic achievement for all students.		
Instruction Collaboratively develops an effective, research-based instructional program with nonnegotiable expectations for all teaching staff that produce a high level of personal and academic achievement for every student.		
Assessment Fosters a learning environment that utilizes data to monitor student progress, improves the instructional process and learning environment, and ensures high levels of personal and academic growth for all students.		
Innovation Creates an environment that supports creative thinking and risk-taking in order to generate knowledge and insight through nontraditional ways.		
Human Capital Management Focuses on developing processes and procedures that assist with the recruitment and selection of talent and the ongoing strategic management of talent for organizational improvement.		
Average		**End-of-Year Ratings** Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)

Final Summative Rating Report
Professional Practice: School Leader Self-Assessment: Domains and Dimensions Rating (10%)

The self-assessment rating is determined after a review of the leader's submitted School Leader Self-Assessment: Domains and Dimensions form.

Supervisor's Rubric to Evaluate School Leader Self-Assessment (10% of Professional Practice Rating)			
Unsatisfactory = 1 The school leader at the ***unsatisfactory*** level has not completed or only partially completed the required self-assessment indicators (school data and intelligences).	**Needs Improvement = 2** The school leader at the ***needs improvement*** level has completed the required self-assessment indicators (school data and intelligences) only. The leader has not demonstrated data analysis, connecting data to problems of practice, identifying goals, or developing cycles of inquiry.	**Proficient = 3** The school leader at the ***proficient*** level has completed the required self-assessment indicators (school data and intelligences), has provided evidence of analyzing the data to identify strengths and areas for growth (Problems of Practice), has identified goals for improvement, has developed related cycle of inquiry plans, and has begun implementing those plans.	**Excellent = 4** The school leader at the ***excellent*** level has not only reached the proficient level but additionally has engaged in a rigorous self-reflection that clearly connects the school leadership goals with student success as evidenced by assessment data, modifications to the plan based on progress monitoring, as well as reflections on the implementation and impact of the cycles of inquiry.
Supervisor's Rating on School Leader Self-Assessment			

Final Summative Rating Report
Student Growth Rating (30%)

The student growth rating is determined after the leader submits evidence to support the goals. Student growth is defined as a demonstratable change in a student's group of students' knowledge, as evidence by gain and/or attainment on two or more assessments, between two or more points in time.

Assessment/ Measure	Type 1, Type 2, or Type 3	Baseline	Outcome	Change (Baseline to Outcome)	Rating
Student Growth Rating*					

***Student Growth Rating: To determine the student growth rating, use the school district's established measurement model and rating scale (attach a copy).**

Informal Observation Form

School Leader _____ Date of Informal Observation _____ Time _____

Supervisor _____

What was Observed _____

CULTURE DOMAIN		SYSTEMS DOMAIN		LEARNING DOMAIN	
Dimension	✓	Dimension	✓	Dimension	✓
Relationships		Vision/Mission		Reflection & Growth	
Student Centeredness		Communication		Result-Orientation	
Wellness		Collaborative Leadership		Curriculum	
Equity		Data Literacy		Instruction	
Traditions/Celebrations		Strategic Management		Assessment	
Ethics		Safety		Innovation	
Global Mindedness		Operations		Human Capital Management	

Observation Notes _____

Strengths _____

Opportunities for Growth _____

Supervisor Signature _____ Date _____

Formal Observation Form

School Leader _____ Date of Formal Observation _____ Time _____

Supervisor _____ Activity Observed _____

Objective for the Observation _____

Pre-Observation materials provided to supervisor (agendas, handouts, forms, etc.) _____

_____

CULTURE DOMAIN		SYSTEMS DOMAIN		LEARNING DOMAIN	
Dimension	✓	Dimension	✓	Dimension	✓
Relationships		Vision/Mission		Reflection & Growth	
Student Centeredness		Communication		Result-Orientation	
Wellness		Collaborative Leadership		Curriculum	
Equity		Data Literacy		Instruction	
Traditions/Celebrations		Strategic Management		Assessment	
Ethics		Safety		Innovation	
Global Mindedness		Operations		Human Capital Management	

Observation Notes _____

Strengths _____

Opportunities for Growth _____

Supervisor Signature _____ Date _____

SUPERVISOR SAMPLE SCRIPT FOR

Goal-Setting Meeting

The school leader evaluation cycle begins with an annual goal-setting meeting held on or before Oct. 1. Ideally, this should take place at least a month in advance of the new year to allow ample time for cycle of inquiry plans to be developed/revised.

This is also an opportunity to:

- Further develop the supervisor/school leader professional relationship;
- Create a greater understanding of the school context;
- Address issues the school leader and/or the supervisor may have;

To prepare for this meeting:

1. **Confirm the meeting date, time, and location with school leader.**
2. **Review the following documents/forms/resource:**
   - The School Leader Evaluation Plan guidebook. The guide provides an excellent overview of the evaluation process and outlines the Domains, Dimensions, and Essential Behaviors needed for learning leaders to lead learning organizations.
   - The school leader's required forms: School Leader Intelligences Self-Assessment; the School Leader Domains and Dimensions Self-Assessment; the School Data Sheets; and the Cycle of Inquiry templates.
   - The school leader's job description.
   - The supervisor's required forms: School Leader Evaluation Plan: Final Summative Rating Report; the formal and informal observation forms, and the sample meeting scripts.
3. Prepare an agenda for the meeting and share it with the school leader. The agenda serves as an organizer for the meeting and ensures essential items are developed and discussed during the meeting.

New School Leader (school or position)/ First Time School Leader Evaluation Plan User

The purpose of this meeting is to:

- Review the evaluation process including identifying assessments, measurement models, and targets to be used to evaluate performance based on student growth.
- Clarify district expectations and areas of authority.
- Review role expectations.
- Review school data and school leader pre-assessment data to identify areas of strength and areas for improvement.
- Identify Problems of Practice (PoPs)
- Identify leadership goals for the school year – at least one professional goal and one student growth goal.
- Begin development of cycle of inquiry plans for each goal including methods for gathering and sharing evidence.
- Identify district support needed to meet leadership goals including needed professional development.
- Establish dates and times for meetings between the district supervisor and school leader; and
- Identify opportunities for formal and informal observations by the district supervisor.

Returning School Leader

Returning school leaders and supervisors complete the majority of the goal-setting meeting work as part of the previous year's end-of-year meeting (before March 1). School leaders and supervisors begin the work of setting goals, developing cycle of inquiry plans, and implementation of those plans for the next school year based on the results of the previous year's summative performance evaluation.

The meeting before the start of the school year will focus on:

- Reviewing the evaluation process including identifying assessments, measurement models, and targets to be used to evaluate performance based on student growth.
- Clarifying district expectations and areas of authority.
- Reviewing role expectations.
- Assessing and reflecting on any new data (school, district, individual, etc.).
- Tweaking goals and plans based on new data and the work completed after March 1.
- Identifying district support needed to meet leadership goals.
- Establishing dates and times for meetings between the district supervisor and school leader; and
- Identifying opportunities for formal and informal observations by the district supervisor.

Agenda Ideas

Begin with a short "Opening Activity" (Approximately 2-3 minutes) to help get to know one another better and transition from the hectic pace of work to the meeting that lies ahead. Ideas:

- "What is your favorite memory from this summer?
- "What are you most looking forward to this school year?"
- "How do you feel about your preparations for this new school year?"

Review what you hope to accomplish in this meeting: (Approximately 2-3 minutes)

- Review the evaluation process including identifying assessments, measurement models, and targets to be used to evaluate performance based on student growth.
- Clarify district expectations and areas of authority.
- Review role expectations.
- Identify/Review leadership goals for the school year.
- Begin/Continue development of cycle of inquiry plans including methods of gathering and sharing evidence.
- Establish dates and times for regular meetings between you and the school leader including the midyear check-in meeting.
- Identify opportunities for direct and indirect observations.

Review the evaluation process (Approximately 5 minutes). Using the School Leader Evaluation Plan, walk the school leader through the evaluation process. To ensure he/she understands how the final summative performance evaluation will be calculated, go over the following:

- The assessments, measurement models, and targets to be used to evaluate performance based on student growth.
- School Leader Evaluation Plan: Final Summative Rating Report
- Additional district requirements, such as the district's student growth measurement model and rating scale.

Using the school leader's job description, and the SLEP: FSRR clarify district expectations and areas of authority (Approximately 15 minutes).

Review the Supervisor Rubric to Evaluate School Leader Self-Assessment (Approximately 5 minutes).

Review assessments, measurement models, and targets to be used to evaluate performance based on student growth (Approximately 5 minutes).

Review role expectations (Approximately 5 minutes). Explain your role in the evaluation process and how you will be supporting the school leader.

Together, using the School Data Worksheets and the School Leader Domains and Dimensions Self-Assessment, identify 1-2 PoPs to explore with cycles of inquiry (Approximately 20-30 minutes).

One of the key tenets of the School Leader Evaluation Plan process is to help school leaders become self-directed professionals with the ability to self-monitor, self-analyze, and self-evaluate. As you review the data, the Essential Behaviors, and the PoPs each has identified, the following questions may be helpful in facilitating a conversation that forces the school leader to self-evaluate in a more meaningful manner:

- How has your leadership in this school impacted the results we are seeing in the school data?
- How would you rate yourself on this dimension?
- Why did you give yourself this rating?
- What evidence do you have to support this rating?
- How do you think your staff would rate you in this area?
- For each PoP the school leader has identified, ask, "Why did you identify this as a PoP?"

Together – Identify final 1-2 PoPs to explore (Approximately 15 minutes). As you work on PoP identification, keep in mind that the PoPs should focus on the school leader – leadership development. Because the summative performance evaluation rating includes both a professional practice and a student growth rating, it is imperative that the school leader's cycle of inquiry plans include at least one professional goal and one student growth goal.

The cycle of inquiry plans for professional growth should reflect the leadership growth needed to improve the school.

Together - Create SMART/strategic goals for each selected PoP (Approximately 15-20 minutes).

Together – Begin development of a Cycle of Inquiry Plan for each PoP (at least one professional and one student growth) using the Cycle of Inquiry Templates). In addition to identifying the specific domains from the School Leader Paradigm, this is an excellent opportunity to discuss the Paradigm intelligences and identify which intelligences the goal(s) will address. Although the intelligences/attributes are not evaluated, they cannot be ignored. If, through your previous observations of the school leader, you have noticed specific intelligences/attributes that are lacking, this is the time to address these issues without evaluating. For example, you may have noticed that the school leader appears to be extremely unorganized (Personal Intelligence: Self-Management), which may limit the "doing" aspect of the job. Using a cognitive coaching approach, construct a series of questions to help the leader self-evaluate.

Using page one of the Cycle of Inquiry Plan Template, begin the initial work with the school leader to develop a plan for each goal. The template asks the following questions:

- What are your desired outcomes?
- What steps will you take to reach your outcomes?
- What resources are needed?
- What data will you collect to determine the impact of your plan?
- How will you implement your plan?
- How can I help you?

If a school leader would like more clarification regarding a specific domain, check out Ed Leaders Network for videos and micro-credentials that can be completed to demonstrate competency in a specific dimension strategy.

*Page two of the cycle of inquiry plan should not be completed at this time. It is used for assessing and reflecting once the plan is implemented.

When you feel assured that the school leader has a good understanding of the goal, needed actions, and a start to the plan development for each goal, instruct the leader to complete the plans one to two weeks later.

Together — Discuss and, if practical, establish dates and times for regular meetings including the midyear meeting (Approximately 10 minutes).

Together - Identify opportunities for your direct and indirect observations (Approximately 10 minutes).

Discuss any issues or hot topics the school leader or you may have (Approximately 10 minutes).

If applicable, complete required forms. For example, your district may require a form for the school leader to sign saying the goal-setting meeting requirement has been met, he/she understands the evaluation process and how final ratings will be determined, etc. (Approximately 5 minutes)

Closing Thoughts (Approximately 2-3 minutes). Bring closure to the meeting by asking the school leader if he/she has any questions. Together, reflect on the meeting using the following question:

How comfortable do you feel moving forward with the development of your cycle of inquiry plans?

After the meeting:

- Complete meeting notes and any required forms.
- Follow up and complete any promises made to the school leader. For example, you may have shared something, and the school leader requested a copy.
- Send a “thank you for meeting with me” email to the school leader. In this email you may wish to:
  - ✓ Highlight specific next steps or directives discussed during the meeting including finalizing the Cycles of Inquiry.
  - ✓ Include the following questions to guide the school leader in the development of his/her plans:
    - Is your plan focused on your own practice?
    - Is your plan specific about what it is you will be doing?
    - Are you utilizing multiple forms of data to gain insights into your inquiry?
    - Does one of the forms of data you will collect include literature and/or have you already utilized literature to frame your plans?
    - Is your plan doable?
    - Have you considered the possibilities of detours to your plan and built into your plan the flexibility necessary to take detours, if necessary, along the way?
  - ✓ Provide a list of dates, times, and locations for upcoming meetings.
  - ✓ End with a note of gratitude for the work the school leader is doing.

SUPERVISOR SAMPLE SCRIPT FOR

Finalizing Cycle of Inquiry Plans Meeting (optional)

The School Leader evaluation cycle continues with an optional follow-up to the Goal-Setting Meeting with a meeting a couple of weeks later to finalize the school leader's cycle of inquiry plans. The purposes of this meeting is to:

- Clarify concerns and answer questions.
- Finalize cycle of inquiry plans.

This is also an opportunity to:

- Further develop the supervisor/school leader professional relationship.
- Create a greater understanding of the school context.
- Address issues the school leader and/or the supervisor may have.

To prepare for this meeting:

1. **Confirm meeting date, time, and location with school leader and ask for his/her completed documents —** Cycle of Inquiry Plans to be submitted by a specific date to allow yourself ample time to review before the meeting.
2. **Prepare an agenda for the meeting and share it with the school leader.** The agenda serves as an organizer for the meeting and ensures essential items are discussed. It can also be used to record notes from the meeting.

Agenda Ideas

Begin with a short "Opening Activity" (Approximately 2-3 minutes) to help get to know one another better and transition from the hectic pace of work to the meeting that lies ahead. Ideas:

- If you were to leave this school, how would you like to be remembered?
- What is one word that describes how you are feeling about this upcoming school year?

Review what you hope to accomplish in this meeting: (Approximately 2-3 minutes)

- Clarify concerns and answer questions.
- Finalize cycle of inquiry plans.

Review the evaluation process. (Approximately 5 minutes)

Together — Review each POP's Cycle of Inquiry Plan. (Approximately 60 minutes) The school leader shares the professional growth plan for each PoP with you. As you review, you may wish to utilize the following questions:

- Is your plan focused on your own practice?
- Is your plan specific about what it is you will be doing?
- Are you utilizing multiple forms of data to gain insights into your inquiry?
- Does one of the forms of data you will collect include literature and/or have you already utilized literature to frame your plans?
- Is your plan doable?
- Have you considered the possibilities of detours to your plan and built into your plan the flexibility necessary to take detours, if necessary, along the way?
- How can I further support you?

After plans are finalized, determine the next steps towards implementing the plans:

- Determine a timeline for implementing the plans.
- Determine a timeline for collecting data.

It is important for school leaders to be cognizant of their leadership behaviors during the implementation phase of each cycle of inquiry. Supervisors can encourage this by challenging school leaders with a series of Implementation Questions:

- How will you be a reflective Learning Leader through this cycle of inquiry?
- What Leadership Intelligences will impact your ability to lead this work?
- What contexts should you be aware of and consider? (From Individuals to Political)
- How will your leadership intelligence impact your overall contextual effectiveness in this cycle of inquiry?
- How will you make your own learning visible in this process?
- What leadership moves will you make to build and maintain your school's culture?
- What current systems will help or hinder your cycle of inquiry?
- How will you push on the learning of all stakeholders and the organization throughout the process?

Review the Assess & Reflect sections of the Cycle of Inquiry templates to be completed throughout the evaluation cycle. (Approximately 5 minutes)

Discuss any issues or hot topics the school leader or supervisor may have. (Approximately 10 minutes)

Closing Thoughts (Approximately 2-3 minutes). Bring closure to the meeting by asking the school leader if he/she has any questions. Together, reflect on the meeting using the following question: "How comfortable do you feel moving forward with the implementation of your professional growth plans?"

After the meeting:

- Complete meeting notes.
- Follow up and complete any promises made to the school leader. For example, you may have shared something, and the school leader requested a copy.
- Send a "thank you for meeting with me" email to the school leader. In this email you may wish to:
  - Highlight specific next steps or directives discussed during the meeting including the next meeting date.
  - Ask leaders to reflect on the following questions as they implement their plans:
    - What are you learning about yourself throughout this process?
    - What lessons are your team members learning throughout this ongoing process?
    - What is your leadership strength area – Culture, Systems, and/or Learning?
    - How are you leaning on the strengths of others to move your school forward?
    - What attributes can you identify as areas where you need to continue to focus as the lead reflective Learning Leader?
    - How are you navigating conflict, stress, challenges as you pushed forward?
    - How is your team navigating conflict, stress, challenges as you collectively pushed forward?
    - Can you describe a situation(s) where you were cognizant of your own Becoming while Doing?
    - How does the collective impact of your work connect to reaching your five-year building goals?

Adapted from the work of Nancy Fichtman Dana, University of Florida.

SUPERVISOR SAMPLE SCRIPT FOR

Regular Meeting

The purposes of your regular meetings with each school leader are to:

- Further develop the supervisor/school leader professional relationship.
- Create a greater understanding of the school context.
- Address issues the school leader and/or the supervisor may have.
- Assess progress and reflect on the school leader's cycle of inquiry plans and school improvement plan.
- Identify additional professional development supports a school leader may need.

To prepare for this meeting:

1. **Confirm meeting date, time, and location with school leader**.
2. **Prepare an agenda for the meeting and share it with the school leader.** The agenda serves as an organizer for the meeting and ensures essential items are discussed. It can also be used to record notes from the meeting.

Agenda Ideas

Opening Activity (Approximately 2-3 minutes) to help get to know one another better and transition from the hectic pace of work to the meeting that lies ahead. Ideas:

- Start of School Year: Share one word that describes how you feel about the recent opening of the school year and why you selected that word.
- Fill in the blank: If I were forced to leave my leadership role tomorrow, three things I would most want my faculty to say about me: …"
- Identify something great that has happened in your school since our last meeting.
- Identify something great that has happened to you professionally since our last meeting.
- What is one thing you are grateful for?
- As you look ahead to the next month, what are you looking forward to?
- End of Year — Looking back on this past year, what is one thing you are really proud of?

Have the school leader provide a general update on the school. (Approximately 2-3 minutes)

Have the school leader provide an update on his/her cycle of inquiry plans (Approximately 15-30 minutes). Adjust the plans as needed. This is also an opportunity to further challenge the leader's reflective thinking with the following questions:

- What are you learning about yourself throughout this process?
- What lessons are your team members learning throughout this ongoing process?
- What is your leadership strength area – Culture, Systems, and/or Learning?
- How are you leaning on the strengths of others to move your school forward?
- What attributes can you identify as areas where you need to continue to focus as the lead reflective Learning Leader?
- How are you navigating conflict, stress, challenges as you push forward?
- How is your team navigating conflict, stress, challenges as you collectively push forward?
- Can you describe a situation(s) where you were cognizant of your own Becoming while Doing?
- How does the collective impact of your work connect to reaching your five-year building goals?

Discuss issues or hot topics the school leader or supervisor may have (Approximately 15 minutes).

Determine additional support a school leader may need (Approximately 15 minutes). Although it may become evident through discussions of previous agenda items, ask the school leader if there are any additional supports he/she may need to help them be successful such as mentoring or professional development. Or ask if he/she needs help with a specific problem or issue.

Closing Thoughts (Approximately 2-3 minutes). Bring closure to the meeting by asking the school leader if he/she has any questions. Together, reflect on the meeting using the following questions:

- Something that worked well for me at this meeting was …
- One way to improve our meetings might be …
- Something I am looking forward to …

After the meeting

- Complete meeting notes.
- Follow up and complete any promises made to the school leader. For example, you may have shared something, and the school leader requested a copy.
- Send a "thank you for meeting with me" email to the school leader. In this email you may wish to highlight specific next steps or directives discussed during the meeting.

Adapted from the work of Nancy Fichtman Dana, University of Florida.

SUPERVISOR SAMPLE SCRIPT FOR

Professional Learning Group Meeting

Professional Learning Groups provide opportunities for school leaders to meet in small groups to enhance learning, share knowledge, and collaborate on similar professional growth plans. Larger school districts may group according to building level or experience level. Smaller school districts may need to partner with other schools in their region or conference. It is recommended that these groups meet monthly. The purposes of these meetings are to:

- Review the inquiry process.
- Provide a safe space for school leaders to share progress on their cycle of inquiry projects and get feedback from their peers.
- Develop a professional network to support school leaders.
- Collaborate on common inquiry projects, district issues, and hot topics.

To prepare for this meeting:

Confirm meeting date, time, and location with school leaders and ask them to be prepared to provide a very brief overview of their cycle of inquiry plans. For each plan, be prepared to answer the followings questions:

- What is your goal?
- How will you accomplish that goal?
- What progress have you made towards implementing your plan?
- What type of data will you be collecting, and what do you hope to learn from your data?

Prepare an agenda for the meeting and share it with the school leaders. The agenda serves as an organizer for the meeting and ensures essential items are discussed. It can also be used to record notes from the meeting.

Agenda Ideas

Begin with a short "Opening Activity" (Approximately 10-15 minutes) to help get to know one another better and transition from the hectic pace of work to the meeting that lies ahead. Ideas:

- Start of School Year: Share one word that describes how you feel about the recent opening of the school year and why you selected that word.
- Fill in the blank: "If I were forced to leave my leadership role tomorrow, three things I would most want my faculty to say about me are: …"
- "Identify something great that has happened in your school since our last meeting."
- "Identify something great that has happened to you professionally since our last meeting."
- "What is one thing you are grateful for?"
- "As you look ahead to the next month, what are you looking forward to?"
- End of Year — "Looking back on this past year, what is one thing you are really proud of?"

Ground Rules Development (Approximately 30 minutes) At the first meeting, it is important to establish ground rules for how the professional learning groups will operate.

Ground Rules Review (Approximately 5 minutes) It is EXTREMELY IMPORTANT to review ground rules at the first few meetings you have together. At the second meeting, you might simply provide a list for every one of the ground rules you developed together at the first meeting. Then, ask the group to silently read the list as a reminder for everyone, and discuss these two questions: (1) Is there anything that has "bubbled up" for you since our meeting in July that would be a necessary condition for us to do our best work together that is not included on this list? (discuss adding anything new that is suggested) and (2) Is there anything on this list that you feel you will not be able to live with as we continue our work together? (Discuss deleting anything from the list that the group does not believe they can agree to.)

Review the cycle of inquiry process and answer questions (Approximately 3-5 minutes).

Inquiry Sharing (Approximately 3-5 minutes). Give each school leader a chance to share his/her cycle of inquiry plans using the following prompts:

- 1st Meeting:
  - ✓ What is your first goal?
  - ✓ How will you accomplish that goal?
  - ✓ What progress have you made towards implementing your plan?
  - ✓ What type of data will you be collecting, and what do you hope to learn from your data?

After everyone shares first goal, then start around again with the second goal, and so forth until everyone has shared his/her goals and plans.

Adapted from the work of Nancy Fichtman Dana, University of Florida.

- Additional Meetings:
  - ✓ What is your first goal?
  - ✓ How are you accomplishing that goal?
  - ✓ What progress have you made towards your goal?
  - ✓ What type of data are you collecting, and what are you learning from your data?

After everyone shares first goal, then start around again with the second goal, and so forth until everyone has shared his/her goals and plans.

Sharing & Networking (Approximately 10-30 minutes). Give each school leader a chance to share what is happening in his/her own building. This is an opportunity for leaders to share best practices or ask the group for feedback on issues in their buildings. The group can contribute potential solutions to problems/challenges and then discuss what works with each option. Certainly you can weigh in with your past experiences but allowing the group to contribute will bring their voice to the discussion and allow you to see their individual thoughts.

Hot topics or district issues. (Approximately 10-30 minutes).

Closing Thoughts (Approximately 5-10 minutes). Provide a sheet of paper to each member of the group and asked them to respond to these three (or similar) sentences:

- Something that worked well for me at this meeting was …
- One way to improve our meetings might be …
- Something about our next meeting I am looking forward to is …

You can either simply collect these and read them as a way to reflect on your meeting, thanking your group members for providing their thinking/feedback about your meeting time and/or you can also open it up for group discussion to see if anyone would like to share their responses to these open-ended sentence prompts.

After the meeting

- Complete meeting notes.
- Follow up and complete any promises made to the school leader. For example, you may have shared something, and the school leader requested a copy.
- Send a “thank you for meeting with me” email to the school leaders. In this email you may wish to highlight specific next steps or directives discussed during the meeting. Include the date, time, and location for the next meeting.

Adapted from the work of Nancy Fichtman Dana, University of Florida.

SUPERVISOR SAMPLE SCRIPT FOR

Midyear Check-in Meeting

The goal of the midyear check-in meeting is for the school leader and evaluator to engage in a professional dialogue focused on examining progress and reviewing results for the first half of the year. The midyear meeting provides a platform for identifying the status of both the school improvement plan (if applicable) and the school leader's cycle of inquiry plans and determining whether adjustments in actions need to occur to accomplish the goals. As a result of this meeting, the appraiser and school leader should have a clear understanding of the leader's current level of practice, the performance trajectory, and actionable next steps to leverage leadership practices.

The purposes of your midyear check-in meetings with each school leader are to:

- Further develop the supervisor/school leader professional relationship;
- Create a greater understanding of the school context;
- Examine progress and review results (artifacts, evidence) of cycle of inquiry plans from the first half of the school year.
- Determine whether adjustments need to be made to plans.
- Ensure the school leader has a clear understanding of his/her current level of practice, the performance trajectory, and actionable next steps.
- Address issues the school leader and/or the supervisor may have.
- Identify additional professional development supports a school leader may need.

To prepare for this meeting:

- Confirm meeting date, time, and location with school leader and ask him or her to prepare to provide an update for each Cycle of Inquiry goal.
- Prepare an agenda for the meeting and share it with the school leader. The agenda serves as an organizer for the meeting and ensures essential items are discussed. It can also be used to record notes from the meeting.

Agenda ideas:

Begin with a short "Opening Activity" (Approximately 2-3 minutes) to help get to know one another better and transition from the hectic pace of work to the meeting that lies ahead. Ideas:

- *"Identify something great that has happened in your school since our last meeting."*
- *"Identify something great that has happened to you professionally since our last meeting."*
- *"How would you describe your professional growth over the last few months?" Your school's?"*

Have the school leader provide a general update on the school (Approximately 2-3 minutes).

Have the school leader provide an update on his/her cycle of inquiry plans and review collected artifacts and evidence from the first half of the year (Approximately 15-30 minutes) Adjust the plans as needed. This is also an opportunity to further challenge the leader's reflective thinking with the following questions:

- *What are you learning about yourself throughout this process?*
- *What lessons are your team members learning throughout this ongoing process?*
- *What is your leadership strength area – Culture, Systems, and/or Learning?*
- *How are you leaning on the strengths of others to move your school forward?*
- *What attributes can you identify as areas where you need to continue to focus as the lead reflective Learning Leader?*
- *How are you navigating conflict, stress, challenges as you push forward?*
- *How is your team navigating conflict, stress, challenges as you collectively push forward?*
- *Can you describe a situation(s) where you were cognizant of your own Becoming while Doing?*
- *How does the collective impact of your work connect to reaching your five-year building goals?*

- **Discuss any issues or hot topics the school leader or supervisor may have.** (Approximately 15 minutes).
- **Determine additional support a school leader may need.** (Approximately 5-10 minutes). Although it may become evident through discussions of previous agenda items, ask the school leader if there are any additional supports he/she may need to help them be successful such as mentoring or professional development. Or ask if he/she needs help with a specific problem or issue.
- **Review upcoming dates and times for regular supervisor/leader meetings.** (Approximately 15 minutes). This includes:
  - A reminder about submission of end-of-year self-assessment materials by February 1. Review these with the leader.
    - *School Leader Domains/Dimensions Self-Assessment*
    - *School Data Worksheets*
    - *Completed Cycles of Inquiry templates*
    - *Supporting artifacts or other evidence of growth*

- Date and time of the end-of-year meeting (before March 1).
- *Opportunities for additional formal and informal observations by the district supervisor should be established.*

- **Closing Thoughts.** (Approximately 2-3 minutes). Bring closure to the meeting by asking the school leader if he/she has any questions and end with the following question:
  - *"What are you most looking forward to over the next couple of months"*

After the meeting

- Complete meeting notes.
- Follow up and complete any promises made to the school leader. For example, you may have shared something, and the school leader requested a copy.
- Send the school leader a reminder about submission of end-of-year materials by February 1. This includes information about how you would like the materials to be submitted.
  - *School Leader Domains/Dimensions Self-Assessment*
  - *School Data Worksheets*
  - *Completed Cycles of Inquiry templates*
  - *Supporting artifacts or other evidence of growth*
- Send a "thank you for meeting with me" email to the school leader. In this email you may wish to highlight specific next steps or directives discussed during the meeting.

Adapted from the work of Nancy Fichtman Dana, University of Florida.

SUPERVISOR SAMPLE SCRIPT FOR

End-of-Year Meeting

During the end-of-year meeting (before March 1), the evaluator and school leader go over the ***School Leader Evaluation Plan: Final Summative Reading Report.*** This includes reviewing artifacts and evidence collected over the course of the year. This information is further used to project and establish draft performance goals and performance refinements for the next school year as a cycle of continuous improvement. In this model of leadership, school leaders move from being seen as an instructional leader, to being seen as a learning leader that is leading a learning organization.

Based on end-of-year ratings, school leaders and supervisors identify 2-4 PoPs and develop goals and cycle of inquiry plans using the ***Cycle of Inquiry Plan Template*** for the next year, which, if applicable, may be implemented before the end of the school year. Once executed, the cycle of inquiry continues with assessing, reflecting, and revising as needed throughout the next school year.

The purposes of the end-of-year meeting are to:

- Review the supervisor's ratings on the ***School Leader Evaluation Plan: Final Summative Reading Report*** and the evidence to support those ratings.
- Identification of 2-4 PoPs for the next school year.
- Initiate development of goals (at least one professional and one student growth) and cycle of inquiry plans for these PoPs.
- Ensure the school leader has a clear understanding of his/her current level of practice and actionable next steps.
- Address issues the school leader and/or the supervisor may have.
- Identify additional professional development supports a school leader may need.

To prepare for this meeting:

- Review the following documents submitted by the school leader:
  - *School Leader Domains/Dimensions Self-Assessment*
  - *School Data Worksheets*
  - *Completed Cycles of Inquiry templates*
  - *Supporting artifacts or other evidence of growth*
- Complete the ***School Leader Evaluation Plan: Final Summative Reading Report***.
- Confirm meeting date, time, and location with school leader.
- Prepare an agenda for the meeting and share it with the school leader. The agenda serves as an organizer for the meeting and ensures essential items are discussed. It can also be used to record notes from the meeting.

Agenda Ideas

- **Begin with a short "Opening Activity"** (Approximately 5-10 minutes) to reflect on the year and transition from the hectic pace of work to the meeting that lies ahead. Ideas:
  - "What have you learned about yourself through this evaluation cycle?"
  - "What have you learned about your school?"
  - "What is your leadership strength area – Culture, Systems, and/or Learning?"
  - "What attributes can you identify as areas where you need to continue to focus on as the lead reflective Learning Leader?"
  - "Can you describe a situation(s) where you were cognizant of your own Becoming while Doing?"
  - "How does the collective impact of your work connect to reaching your five-year building goals?"
- **Review your ratings on the *School Leader Evaluation Plan: Final Summative Reading Report*** with the school leader along with evidence to support the ratings. (Approximately 20-30 minutes). At this point in the evaluation cycle, there should be no surprises for the school leader, but be prepared to discuss some of the ratings.
- **Together, identify 2-3 PoPs and leadership goals** based on the end-of-year ratings, the supporting evidence, and the following documents submitted by the school leader:
  - *School Leader Domains/Dimensions Self-Assessment*
  - *School Data Worksheets*
  - *Completed Cycles of Inquiry templates*
  - *Supporting artifacts or other evidence of growth*

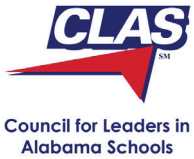
  Be sure to include at **least one professional goal and one student growth goal**. (Approximately 20-30 minutes)
- **Begin development of cycle of inquiry plans for each identified goal using the *Cycle of Inquiry Plan Templates*.** (Approximately 20-30 minutes)
- **With the school leader, determine a date for finalized cycle of inquiry plans for the next year to be submitted to you and set a date and time to review these plans** (Approximately 10 minutes). In determining these dates, consider your district's evaluation plan timeline. For example, some districts might encourage school leaders to go ahead and start implementing their cycle of inquiry plans before the end of the school year. Others may not allow this due to contractual or policy reasons.

- **Review upcoming dates and times** for regular supervisor/leader meetings (Approximately 5 minutes). This includes:
  - A reminder about submission of finalized Cycle of Inquiry Plans for the next year.
  - Date and time to review the new Cycle of Inquiry Plans with the school leader.
  - If new plans are being implemented before the end of the school year, opportunities for formal and informal observations by the district supervisor may be established.
- **Closing Thoughts** (Approximately 2-3 minutes). Bring closure to the meeting by asking the school leader to provide feedback to you about the evaluation process:
  - "How do you feel about the evaluation process?"
  - "What can I do better as a supervisor to support you?"

After the meeting

- Complete meeting notes.
- Complete district evaluation reporting requirements.
- Follow up with any commitments made to the school leader. For example, you may have shared something, and the school leader requested a copy.
- Send a "thank you for meeting with me" email to the school leader. In this email you may wish to highlight specific next steps or directives discussed during the meeting including continued development of cycle of inquiry plans for the next school year. Add in reminders about upcoming meetings, etc.

Adapted from the work of Nancy Fichtman Dana, University of Florida.



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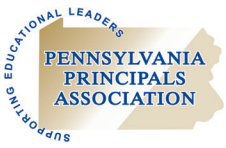

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